DOCUMENT RESUME

ED 258 007 CE 041 673

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TITLE Evaluate Guidance Activities. Module CG E-1 of Category E--Evaluating. Competency-Based Career Guidance Modules.
INSTITUTION American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO ISBN-0-934425-36-1
PUB DATE 85
NOTE 82p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Career Counseling; *Career Guidance; Check Lists; Competency Based Education; Counseling Objectives; Counselor Role; Counselor Training; Data Analysis; *Data Collection; *Evaluation Criteria; *Evaluation Methods; Guidance Personnel; *Guidance Programs; Inservice Education; Learning Activities; Learning Modules; Lesson Plans; Paraprofessional Personnel; Postsecondary Education; *Program Evaluation; Questionnaires; School Counseling; Self Evaluation (Individuals); Test Selection

ABSTRACT

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with evaluating guidance activities. Addressed in the module are the following topics: writing evaluation questions, preparing an evaluation plan, selecting evaluation strategies and instruments, collecting and analyzing data, and evaluating an evaluation. The module consists of readings and learning experiences covering these five topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, one or more handouts, and a facilitator's outline for use in directing the group activities. Concluding the module are a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

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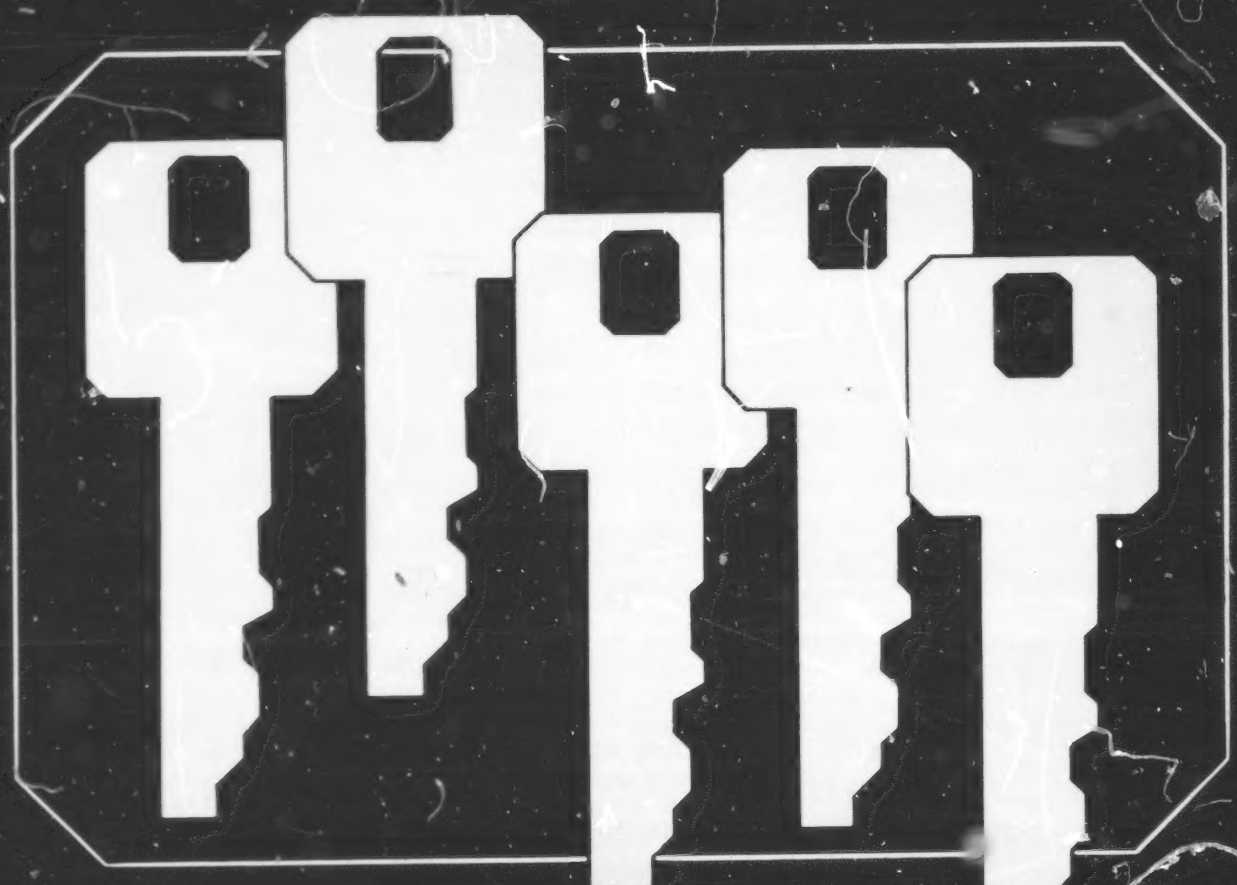
Evaluate Guidance Activities



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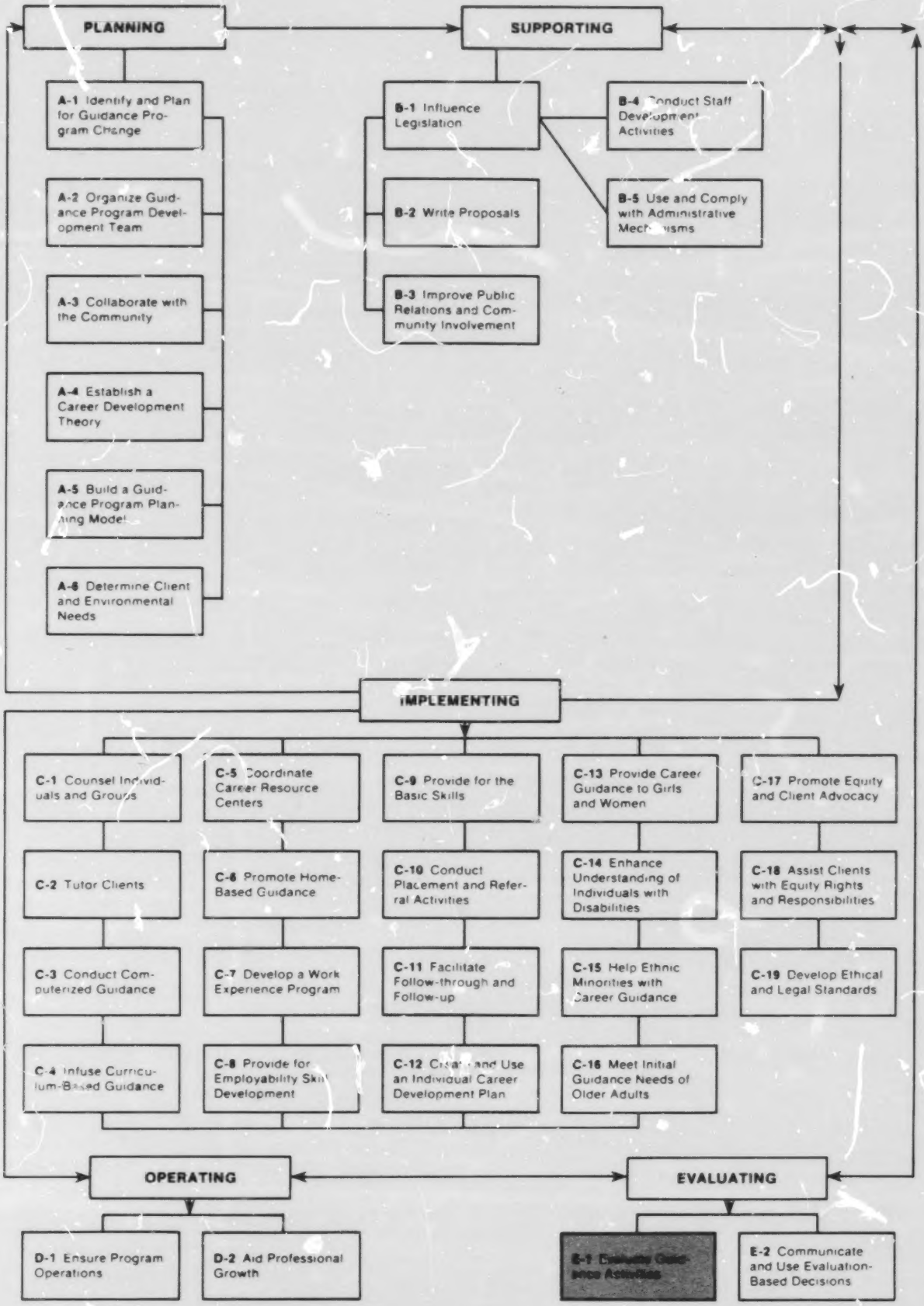
PLANNING
SUPPORTING
A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs
B-1 Influence Legislation
B-2 Write Proposals
B-3 Improve Public Relations and Community Involvement
B-4 Conduct Staff Development Activities
B-5 Use and Comply with Administrative Mechanisms
IMPLEMENTING
C-1 Counsel Individuals and Groups
C-2 Tutor Clients
C-3 Conduct Computerized Guidance
C-4 Infuse Curriculum-Based Guidance
C-5 Coordinate Career Resource Centers
C-6 Promote Home-Based Guidance
C-7 Develop a Work Experience Program
C-8 Provide for Employability Skill Development
C-9 Provide for the Basic Skills
C-10 Conduct Placement and Referral Activities
C-11 Facilitate Follow-through and Follow-up
C-12 Create and Use an Individual Career Development Plan
C-13 Provide Career Guidance to Girls and Women
C-14 Enhance Understanding of Individuals with Disabilities
C-15 Help Ethnic Minorities with Career Guidance
C-16 Meet Initial Guidance Needs of Older Adults
C-17 Promote Equity and Client Advocacy
C-18 Assist Clients with Equity Rights and Responsibilities
C-19 Develop Ethical and Legal Standards
OPERATING
EVALUATING
D-1 Ensure Program Operations
D-2 Aid Professional Growth
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Evaluate Guidance Activities

MODULE CG E-1

Module CG E-1 of Category E — Evaluating
Competency-Based Career Guidance Modules

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1985

ISBN 0-934425-36-1

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application, each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie P. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

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- Generating knowledge through research
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ABOUT THIS MODULE

EVALUATE GUIDANCE ACTIVITIES

GOAL

After completing this module, the career guidance program personnel will have gained increased knowledge and skills needed to design and conduct formative and summative evaluation activities for a career guidance program for purposes of improving individual program components and determining the degree to which the program is achieving its goals in a cost-efficient manner.

INTRODUCTION 5

READING 7

Competency 1. Verify the relationship of the components of the activity to be assessed, including statements of goals, client performance objectives, and process objectives 9

Competency 2. Select or develop an appropriate evaluation design that includes a comparison standard for determining if gains made by the clients can be attributed to the program 9

Competency 3. Select criteria for evaluation procedures and instruments, and adapt, adopt, or create measures of the attainment of program process and performance objectives 11

Competency 4. Select criteria for evaluation instruments, and select, adapt, or create appropriate evaluation instruments and strategies 11

Competency 5. Administer the evaluation instruments according to the evaluation design, and analyze and display the evaluation data in a usable form 13

Competency 6. Apply the selected evaluation measures to assess the attainment of program process and performance objectives 14

Competency 7. Evaluate the process used in the formative evaluation of the program to make necessary alterations in this process 16

LEARNING EXPERIENCES

1. Writing Evaluation Questions 17
2. Preparing the Evaluation Plan 23
3. Selecting Evaluation Strategies and Instruments 31
4. Collecting and Analyzing the Data 43
5. Evaluating the Evaluation 49

EVALUATION 71

REFERENCES 79

ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

Evaluation is concerned with judging the adequacy or worth of something. It is a management tool that you can use to improve your career guidance program. Your career guidance program evaluation should have two principal focuses: (1) **formative evaluation activities**--evaluating individual program components on an ongoing basis to determine the degree to which they are meeting client objectives--and (2) **summative evaluation activities**--following up clients to determine the overall worth of the total program in achieving its goals. The former will provide you with information useful in attaining and maintaining high levels of productivity for the individual components of your career guidance program. The latter will provide you with information useful in identifying the strengths and weaknesses of your overall program of services to clients.

Evaluation **does not** mean some "outsider" or "snoopervisor" keeping watch to see whether or not you are succeeding with the clients you seek to serve. You and some of your colleagues can have the necessary training and experience in formative and summative evaluation and be able to design and carry out an evaluation plan with the remaining career guidance staff. Ideally, those in your setting who are responsible for developing and providing career guidance services are in the best position to monitor and evaluate your program's processes and products and to collect and present to the decision makers data needed to improve your client services. However, you may find it desirable to employ an "outsider" to assist you with your program evaluation activities. For example, if you and your colleagues have neither the time or the expertise to work effectively in such areas as selecting or developing instruments or collecting and analyzing data, you may want to have an external evaluator **assist** you with these tasks. Moreover, if you decide to use the services of an external evaluator, that person should be involved from the very beginning of the planning stages and throughout the program development and implementation stages.

The purpose of this module is to assist you in developing some of the competencies needed to plan, carry out, and evaluate both formative and summative evaluation activities to improve your career guidance program. It is a key module in this training package. This module will help you the most in identifying your successes as you introduce into your career guidance program the program changes being suggested by all these modules. As you complete this module, please remember that the competencies and skills it seeks to assist you in developing are not the only ones you will need in order to plan, implement, and evaluate adequate formative and summative evaluation activities for your career guidance program. This module will, however, provide you with the information and skills most needed to become a good evaluator of the career guidance activities offered by your setting.

Getting Started

Evaluation activities should not be considered as ends in themselves. They can and do serve many purposes--the selection of scholarship winners, the determination of who needs special client services, the certification of skilled workers, among many others. In all these uses, there are two common elements. One, you conduct evaluation activities for decision-making purposes and, therefore, you must be responsive to the information needs of the decision makers. Two, you must evaluate against some specified criteria or set of standards.

As you design and carry out evaluation activities to improve your career guidance program, remember they must be based upon the elements considered important by the decision makers--your program managers or administrators. Generally, the important elements will be those elements that will help them judge your program's efficiency, effectiveness, and costs. Examples include numbers and types of clients served, types of activities and services, and their impact and costs. However, the data and information associated with these elements will not be significant in themselves. There is no way for your program managers or administrators to attach meaning to them unless they have some standards or criteria for judgment that permit them to make useful comparisons, and, ultimately, evaluative judgments based on these comparisons.

Evaluation of your career guidance program is occurring right now. Unfortunately, due to lack of time and resources (and a host of other good reasons), much of it may be on a subjective level and characterized by hit-and-miss methods. Often it is based on intuition, not well organized, and perhaps even wasteful. The purpose of this module is to assist you in developing and implementing systematic, conscious, and useful methods and procedures that you can use to obtain answers to the following questions:

1. Is our career guidance program meeting the career development needs of our clients?

2. Are our client records accurate and complete?

3. Is our testing program broad enough in scope?

4. Does our job placement program function effectively?

5. Is our new career resource center adequately serving our clients' needs for career information?

The bottom line is, carefully designed evaluation activities can provide data and information that you can use to determine if--

1. the service provided to your clients is in accordance with both the objective of that service and the overall goals of the career guidance program,

2. the service(s) being provided to your clients should be altered in order to better achieve the objective, and

3. the objective should be altered to bring it more in line with the perceived outcomes of the service(s) as expressed by your clients.

Finally, you must use the results of your evaluation activities. The results or findings must be analyzed and disseminated if they are going to be available for your use in improving your program. Your responsibility at this stage in the evaluation process cannot be emphasized too strongly.

Starting the Activity

Prior to initiating an evaluation of your career guidance program, you should meet with your co-workers who are to be involved in the activity. The basic purpose of this meeting is for you to discuss and formalize with other staff members the procedures for implementing the activity. In addition, it is an excellent time for you to discuss with other staff members the value of this activity and how important they are to it's success. The following items are ones that you should discuss very thoroughly with your co-workers.

1. The **reason(s) for evaluating** the career guidance program
   - Your board of control asks for it
   - You and some of your colleagues recognize some weaknesses and concerns
   - You are preparing to receive an on-site visitation from an accrediting agency
   - Your current and former clients report general dissatisfaction with certain program activities and services
2. The **program process and performance objectives** for the various activities and services you provide to your clients
   - Your career resource center
   - Your job placement service
   - Your assistance to parents
   - Your group guidance instruction
3. **Formulation of key questions** that focus on (a) the program process and (b) client performance objectives for those program components you are seeking to evaluate
4. The possible **sources of data and information** that you may find useful in answering each key question
   - Clients (present and past)
   - Staff
   - Parents, spouses, guardians
   - Employers, supervisors
   - Advisory committee members
   - Program staff
5. The **possible ways** you can obtain pertinent, valid, and reliable information and data
   - Interviews
   - Surveys (mail, telephone)
   - Testing
   - Unobtrusive measures
   - Review of records
6. The tasks and procedures to be included in your evaluation plan
   - Appointing a coordinating team
   - Establishing a timetable for the evaluation
   - Deciding on program areas to be evaluated
   - Obtaining administrative approvals
   - Determining an evaluation design
   - Collecting data
   - Summarizing data
   - Reporting results
   - Utilizing the results

Appointing the Evaluation Team

Once you have made the decision to evaluate your career guidance program, you should appoint an evaluation team or task group. It should be charged with the **overall responsibility** of planning, coordinating, and evaluating the evaluation activities. If you plan to evaluate several program components (e.g., client appraisal and records, individual and group guidance services, placement services, the career resource center, and the guidance facilities), you may want to appoint some small committees to assist the evaluation team, each to be responsible for an individual program component. Of course, the depth and scope of the evaluation and the size of your agency or institution would help determine the feasibility of forming and involving these small committees. If you do decide to use them, it is a good idea for each to be chaired by a member of the original evaluation team. This strengthens considerably both the control and communications factors.

The persons you select to serve on both the evaluation team and the smaller support committees should include representation from among the guidance staff, teachers, and administrators associated with your program; present and former clients (including "dropouts" or those you were

less than successful with), members of your advisory board or committee, as well as local employers and representatives from local service agencies who "know" the clientele your program should be serving. Remember, when you select these people, pick not only persons who can contribute to but those who can benefit from the activity as well. By exposing key persons to the excellent things your program is doing, you can gain much local support for your career guidance program. It will come through their participation in your evaluation activity. Finally, you should charge the evaluation team with the responsibility of developing and carrying out the following evaluation tasks:

1. Determining the program components to be evaluated
2. Formulating the evaluation questions to be answered for each component
3. Finalizing the evaluation design and an appropriate time-action plan
4. Selecting, modifying, or developing appropriate measurement instruments
5. Collecting data needed to answer the evaluation questions
6. Analyzing the data collected
7. Reporting the findings of the evaluation activities

Obtaining Approvals

The team should begin by obtaining expressions of support and authorization from the chief administrator(s) of the institution or agency responsible for your career guidance program. This support is essential if your team is to find support for its efforts among those whose support and cooperation are necessary to the evaluation. You should also make sure that the budget (financial support as well as released time) is adequate, understood, and acceptable to all concerned.

Preparing the Evaluation

Competency 1	**Verify the relationship of the components of the activity to be assessed, including statements of goals, client performance objectives, and process objectives.**
Competency 2	**Select or develop an appropriate evaluation design that includes a comparison standard for determining if gains made by the clients can be attributed to the program.**

The team has several decisions to make in the process of preparing the evaluation plan. The team needs to do the following:

1. **Define precisely what it wants to learn about the career guidance program and the services being provided to clients.** The number of program components or areas of concern to be assessed and the depth of the evaluation for each will be determined more by your information needs, the availability of budget, personnel, and the time available than by other factors. The primary focus of the evaluation plan, however, will be determined by your team's concern for formative evaluation (assessing individual program

components on an ongoing basis) or summative evaluation (assessing client's growth and development as a result of the program). It is hoped that the team will be interested in including both formative and summative evaluation activities in the plan.

2. **Develop broad key questions that reflect the overall purposes of the areas of concern it decides to include in the evaluation.** For example, if the career resource center is selected as an area of concern for the evaluation and the team is interested in determining whether or not the center's program, facilities, and services are of value to clients, one key question might be "what is the scope, availability, utilization, and effectiveness of the client services provided by the career resource center?" Stated in more simple terms, you might pose the question "to what degree are the objectives of the career resource center consistent with those of your career guidance program and to what degree are they being attained?" The foregoing types of key questions would be oriented toward formative evaluation or assessment of selected process components of the career guidance program.

   The team also should consider posing some summative evaluation key questions that focus on the career guidance program's end products--the growth experienced by the clients it seeks to serve. For example, assume that client performance objectives are selected as an area of concern and that the team is interested in determining the degree to which client performance objectives which address assisting clients to develop toward productive and rewarding careers are being attained. One client performance-oriented key question might be "To what degree are our clients knowledgeable about the general characteristics of occupational fields and the general training requirements for different occupational levels?" Another client performance key question might be "To what degree are each of our clients assuming responsibility for the direction of their own career?" Many key questions can be asked. Determine which are the important questions, what decisions can be made when you have the data needed to answer these questions, and how you can best go about collecting the needed data.

3. **Select design and analysis alternatives that are appropriate for the key evaluation questions included in the evaluation.** The most appropriate design for a given key question will depend on--

   - sources of information and instrumentation available to you;
   - your local constraints including costs, time, personnel, and your access to information sources; and
   - level of precision you desire in answering the question--rigorous proof, reasonably informed assessment, or something in between.

   This latter point will be particularly important to you if you are interested in answering with precision summative evaluation questions such as "Can the growth we see in our clients be attributed to our program?" "Does our program (or a selected portion of it) make a difference in our clients' growth and development?"

4. **Decide on methods and techniques for obtaining the information needed to answer both the formative and summative key questions.** You may decide to apply some guidelines or standards prepared by others for use in measuring the adequacy of selected components of a career guidance program. *Evaluative Criteria for a Secondary School Guidance Program* published by the Ohio Department of Education, Division of Guidance and Testing, is an example of available guidelines. Though this document is school focused, many of the guidelines presented are adaptable to a variety of career guidance program settings.

   If suitable guidelines are not available to cover all program components to be included in the evaluation, then you will need to use some other research methods. Use one or more questionnaires. They are an efficient method of obtaining evaluative information. You can administer them to current clients and staff members in minimal amounts of time, and you can mail them to former clients and other information sources including parents and employers at relatively low costs.

Also use interviews as a method of obtaining information. These can be conducted in person. Often, a considerable amount of time and travel expense can be saved if you conduct interviews over the telephone.

Finally, consider using unobtrusive measures. Data on your clients' attendance, their use of available services and achievement of program objectives, referrals received and program costs can be useful in answering the key questions included in your evaluation design.

In any event, your team should use several techniques for gathering data. Multiple measurements and data collected by several techniques are likely to produce greater confidence in the findings of the evaluation.

Once the evaluation plan is completed, it will provide the direction needed to implement your program evaluation activities.

Preparing Evaluation Strategies and Instruments

Competency 3

Select criteria for evaluation procedures and instruments, and adapt, adopt, or create measures of the attainment of program process and performance objectives.

Competency 4

Select criteria for evaluation instruments, and select, adapt, or create appropriate evaluation instruments and strategies.

Quite often standardized instruments that will serve all your measurement needs are not available. You will need to adapt existing or develop new instruments. The following are steps you should complete when not using standardized instruments.

1. **Develop the support or criterion questions for each of the broad key questions.** As stated earlier, one of your key questions might be "What is the scope, availability, utilization, and effectiveness of the client services provided by the career resource center?" Obviously, there are many subquestions you might want to answer in evaluating these aspects of the client services provided by the career resource center. It is necessary for you to develop those support or criterion questions. Their purpose is to make more specific the general interest in the career resource center (CRC) and its client services. For example, you might ask--

   - Is there a written statement of objectives for the center?,
   - Are clients finding in the center the types of resource materials they need in exploring potential careers?, and
   - Is the center's schedule correlated with clients' needs?

   In short, you need to develop a comprehensive set of questions like these for each of the broad key questions included in your evaluation plan. This is the first step in developing or selecting instrument items.

2. **Prepare or select the items for the instruments you will use in gathering evaluative**

data for your career guidance program. Whether constructing or selecting items, you should ensure that each is directed toward answering one or more selected criterion questions. For example, the following items would be appropriate for the question Is there a written statement of objectives for the center?

Are the objectives for the CRC--	Yes	Somewhat	No
• available to clients,	___	___	___
• measurable,	___	___	___
• clearly written, and	___	___	___
• understood by clients?	___	___	___

The question "Are clients finding in the center the types of resource materials they need in exploring potential careers?" could be answered with the following items.

How adequate are the [illegible] resource materials in your area(s) of career interest?

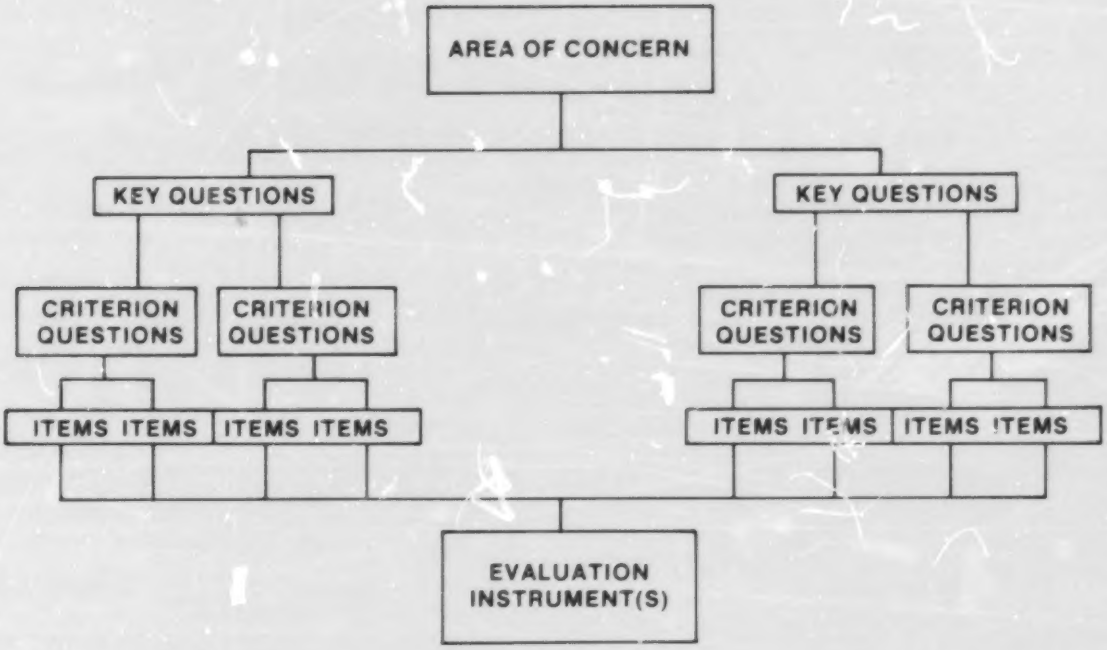
Printed Materials	Very Adequate	Adequate	Inadequate
• Books	___	___	___
• Directories	___	___	___
• Brochures	___	___	___
Audiovisual Materials			
• Films	___	___	___
• Filmstrips	___	___	___
• Tapes	___	___	___
Manipulative Materials			
• Computers	___	___	___
• Games	___	___	___
• Kits	___	___	___

The third question, Is the center's schedule correlated with clients' needs?, could be answered with a simple rating scale.

How would you rate the schedule of hours maintained by the CRC?

___ Always open when you need it
___ Usually open when you need it
___ Seldom open when you need it
___ Never open when you need it
___ No opinion

In summary, developing your evaluation instruments should begin with the areas of concern you decide to include in the evaluation plan and conclude with specific items to be included in the evaluation instrument(s). The relationship between areas of concern, key and criterion questions, items, and instrumentation for gathering data are depicted on the next page.



3 **Assemble the evaluation instruments, pilot-test them, and make necessary changes.** After you have selected or developed the needed items, they should be grouped according to their area of concern, the types of rating scale they use, and the information sources(s) to which they will be directed. Prior to the actual evaluation, pilot-test all items using small groups of persons who are similar in characteristics to those you will use as information sources, such as clients, employers, and parents. You can then make the necessary revisions and refinements in the items. Review the comments obtained as well as the results of the trial run and make the recommended changes. If you think it necessary, another trial run should be made.

Collecting and Analyzing the Data

Competency 5 — **Administer the evaluation instruments according to the evaluation design, and analyze and display the evaluation data in a usable form.**

Competency 6

Apply the selected evaluation measures to assess the attainment of program process and performance objectives.

The next step is to administer the evaluation instruments. Activities for your evaluation team at this stage of the evaluation include the following:

1. **Develop lists of persons to be surveyed as you gather evaluative data and information.** For example, these lists would include current and former clients if one of your areas of concern is client services. In all instances, listings should include only those information sources that are in the best position to respond to your inquiries and provide the information needed to answer your criterion (and ultimately key) questions for each area of concern included in the evaluation.

2. **Train those who will be collecting data.** To maintain consistency as you interview and administer instruments, provide some inservice training for those doing these tasks. All clients, for example, should receive the same verbal instructions for completing any questionnaire you might use. Likewise, interviews should be consistent and proper techniques for questioning and recording responses must be observed.

3. **Mail survey instruments.** Many former clients, employers, and the like will have to be contacted by mail. Develop a suitable cover letter that explains the purpose of the enclosed survey instrument and encourage the prompt return and careful completion of the instrument. Also, consider using a coding mechanism to readily follow up on those in the survey sample who do not respond promptly.

4. **Administer survey instruments.** You should have few if any problems administering instruments to current clients and others on your lists of information sources who are readily available. Remember, the telephone interview is an excellent technique to survey busy people and others who are not readily accessible in person. Also, set a target date for completing this process and then strive to meet it. Keep a record of the planned group administrations and individual interviews as they are completed. This will help ensure that the target date will be met.

5. **Follow up on nonrespondents.** Keep a record of mailed instruments as they are returned. A follow-up card or letter should be developed and sent to persons who have not responded within a reasonable length of time. Telephone those who do not respond to the follow-up card or letter and solicit their cooperation in completing and returning the survey instrument.

In summary, you should develop well-coordinated plans for data collection. Remember, you want to get maximum information with minimum effort and still maintain positive relations with clients, employers, and others whom you will be asking to supply you with information.

Once you have collected adequate information and data (as much as you can reasonably expect to obtain within the limitations imposed by time and money), **tabulate and code** that which you have collected. Depending on the instruments you use and the number of respondents, you can choose to tally responses by hand or by mechanical means. Of course, responses to open-ended questions and the like must be analyzed and tallied individually. If there are less than 50 persons responding and the instrument is short, you may find it quicker and less expensive to hand tally even objective responses. However, large numbers of responses to yes-no or multiple-choice survey items usually warrant a mechanical tally.

When preparing the **evaluation report** you should do the following:

1. State your **purpose** for conducting the evaluation.

2. Describe how you **collected** the evaluation data and information.

3. State your **findings** in a clear and concise manner and relate them to the areas of con-

cern and the broad key questions addressed by the evaluation activities.

4. Make use of **simple techniques** for summarizing data and information. Raw data such as the number of "agrees" and "disagrees" show a partial picture. Present them also as percentages, ratios, or average responses. It makes them more meaningful and easier to understand. For example, "70 percent agree and 30 percent disagree," "7 out of 10 agree," or a bar graph showing the relationship between these 2 repsonses have more meaning to readers than simply reporting 210 clients agreed and 90 indicated disagreement.

5. Formulate and present in the report **conclusions, recommendations, and suggested actions.** Conclusions are summary statements of the report findings that serve to answer the key questions for the evaluation. For example, your data might lead to a conclusion such as, "30 percent of the clients indicated that they have not used the career resource center." A corresponding recommendation might be to "encourage all clients to use the services of the CRC." Recommendations are broad statements indicating how you and your co-workers should respond to the conclusion statement. Suggested actions are specific statements or "action steps" that might be taken in implementing the recommendation. An example of how you might organize conclusions, recommendations, and suggested actions follows:

AREA OF CONCERN--Career Resource Center

CONCLUSION	RECOMMENDATION	SUGGESTED ACTIONS
Thirty percent of the clients indicate they have not used the CRC.	Encourage all clients to use the resources of the CRC.	• Develop and distribute to clients a brochure describing the services of the CRC. • Appoint a committee to conduct a survey to determine why clients are not using the CRC. • Develop a slide-tape presentation of the CRC and its services to be used in client orientation.

6. **Review the report with the evaluation team.** Once the initial draft of your report is completed, it should be reviewed section by section with your evaluation team. Each member should have an opportunity to peruse it and propose and consider recommendations for improving it. The value of the entire evaluation activity can be lost if your final report is anything less than 100 percent accurate or shows evidence of carelessness or thoughtless expression. Be able to substantiate, if necessary, all statements in the report as well as make sure that each is clear to all intended readers. Thus, this final review by the evaluation team is critical. It should not be taken lightly.

Evaluating the Evaluation

Competency 7 — **Evaluate the process used in the formative evaluation of the program to make necessary alterations in this process.**

As indicated earlier, evaluation data are planning data for making formative or enroute planning decisions as well as making summative or end-of-program decisions. The reason you evaluate your program is to gather data for making plans to improve your career guidance program. However, your evaluation activities should not stop here. Also, evaluate the processes used in evaluating your programs. Evaluate your evaluation. On what other basis would you make necessary changes in your evaluation process?

Designing and conducting a full-scale evaluation of your evaluation process is a rather complex activity. It involves nearly all the evaluation procedures and techniques presented thus far in this module. For that reason, it is often a neglected activity. In the absence of a full-blown evaluation, however, the following questions will help you to determine the quality of your evaluation efforts.

YES	NO	
___	___	Is the evaluation continuous throughout program development and implementation and not just a year-end activity?
___	___	Does the evaluation focus on assessing the attainment of stated program objectives and clients' reactions to program services and activities?
___	___	Are both formative (process) and summative (product) data collected?
___	___	Are the data collection processes carefully planned and coordinated to obtain useful data and avoid duplication of effort?
___	___	Is consideration given to various techniques and instruments for collecting data and is selection based on the data needed, persons surveyed, and local constraints?
___	___	Is consultative assistance used when needed to expedite the development of the evaluation plan and evaluation instruments and in the analysis and interpretation of the obtained data?

It is hoped that you will be able to check "yes" for each of the above questions as they relate to your career guidance program evaluation activities.

Learning Experience 1

Writing Evaluation Questions

OVERVIEW

COMPETENCY	Verify the relationship of the components of the activity to be assessed, including statements of goals, client performance objectives, and process objectives.
READING	Read Competencies 1 and 2 on page 2.
INDIVIDUAL LEARNING OBJECTIVE	Write key evaluation questions to be answered in the assessment of client performance objectives for selected program components or areas of concern in the evaluation.
INDIVIDUAL ACTIVITY	Develop client performance-oriented key questions.
INDIVIDUAL FEEDBACK	Check your key questions against the criteria provided.
GROUP LEARNING OBJECTIVE	Write key evaluation questions to be answered in the assessment of program process objectives for selected areas of concern in the evaluation.
GROUP ACTIVITY	Develop program process-oriented key questions.

INDIVIDUAL ACTIVITY

Develop client performance-oriented key questions.

Prior to starting this activity, review the reading for Competencies 1 and 2 on page 9.

In this activity you will develop a series of key questions that will assist you in focusing your evaluation activities on the products of your career guidance program, that is, your clients' knowledge, understandings, decision-making and coping skills, and attitudes that are important to entering and serving effectively in productive and rewarding careers.

First decide upon and make a listing of the areas of concern in your clients' development that you want to include in the evaluation activity. Your list might include areas such as clients'--

- knowledge of the world of work,
- ability to select and enter appropriate educational programs,
- learning skills and values,
- identity and self-image, and
- interpersonal relationships.

You are now ready to develop your key questions for the areas of concern included in your list. Remember, the purpose of the key questions is to help you focus your evaluation activities.

Start with the area of concern in your listing that has the highest priority and develop a key question for it. An example key question for the product area "knowledge of the world of work" might be as follows:

> To what extent are clients knowledgeable of those aspects of the world of work that are important to making appropriate career development choices?

INDIVIDUAL FEEDBACK

Check your key questions against the criteria provided.

YES NO Examine the following aspects of your key questions:

___ ___ 1. Do your key questions focus on the product of your career guidance program--your clients and their growth and development?

___ ___ 2. Do they ask a question that, when answered, will contribute to your evaluation of its related area of concern?

___ ___ 3. Are they broad enough to accommodate two or more specific criterion questions from which items for the evaluation instruments can be developed?

___ ___ 4. Are they questions that can be answered with the types of data that will be gathered in the evaluation?

Answers to all four of the above questions will be "yes" for well-developed key questions.

GROUP ACTIVITY

Develop program process-oriented key questions.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Indicate that participants will be working independently and together in developing and critiquing key evaluation questions that focus on selected program processes in their career guidance programs.	
2. Organize participants into small work groups of three to five persons.	The method of "counting off" by threes, fours, or fives work well in forming groups.
3. Have the participants review the material on key questions in the reading for Competencies 1 and 2 on page 9.	

Facilitator's Outline	Notes
B. Discussion of Terms	
1. Discuss with the total group the meaning of each of the following terms as they relate to designing a plan to evaluate a career guidance program. • Program process areas of concern • Key questions	Prior to conducting the activity you may want to prepare definitions for each term and a statement of their relationship in the evaluation process.
2. Draw from the group and discuss a few example program process areas of concern and related key questions that might be used in evaluating a career guidance program.	
C. Identifying Program Processes	
1. Ask participants to develop in their work groups listings of example program process areas of concern that might be included in a career guidance program evaluation plan.	
2. Ask each work group to present to the entire group their listings. Award "team points" according to the following schedule: • +1 point for each bonafide program process area of concern. • +2 points for each bonafide program process area of concern that appears on all other group's listing. • +3 points for each bonafide program process area of concern that appears on no other group's listing.	Ground rules for the competition should be presented prior to starting the activity (e.g., methods of scoring and facilitator's judgments are final). Presenting groups should be able to "defend" to others the validity of the program process areas of concern in their listings.
3. Total and announce the scores for each work group.	
D. Developing Related Key Questions	
1. Distribute and discuss with participants the criteria for evaluating key questions. (Handout titled Criteria for Assessing Program Process Key Questions)	Prior to conducting the activity, prepare for each participant one copy of the attached listing of criteria for evaluating key questions.

Facilitator's Outline	Notes
2. Select from among the earlier presented program process areas of concern that might be included in an evaluation plan for a career guidance program a listing of four to eight (one or two from each small group) good examples and present them to the participants.	Chalkboard, flip chart, or overhead projector may be used as the presentation media.
3. Develop and discuss with the participants example key questions for the first two areas of concern in the foregoing listing.	
4. Apply the criteria for evaluating key questions to those developed in step 3 and discuss with participants the application of the criteria as you apply them.	
5. Ask participants to develop individually example key questions for the remaining program process areas of concern presented in step 2.	
E. Summary/Feedback	
1. Summarize the purpose of and the relationship between program process areas of concern and key questions in the program evaluation process.	
2. Ask each participant to present one or more of their key questions and discuss the appropriateness of each. Note whether their key questions meet the evaluative criteria for same.	

Handout

Criteria For Assessing Program Process Key Questions

1. Does the question focus on an area of concern important to delivering services in the career guidance program (i.e., program objectives, client services, administrative services, facilities, professional staff)?

2. Will the answer to the question contribute to the evaluation of its related area of concern?

3. Is the question broad enough to accommodate two or more specific criteria from which items for evaluation instruments can be developed?

4. Can the question be answered with the types of data that can be gathered in the evaluation?

Learning Experience 2

Preparing the Evaluation Plan

OVERVIEW

COMPETENCY	Select or develop an appropriate evaluation design that includes a comparison standard for determining if gains made by the client can be attributed to the program.
READING	Read Competencies 1 and 2 on page 9.
INDIVIDUAL LEARNING OBJECTIVE	Describe possible applications of common experimental designs to determine if client gains can be attributed to a particular career guidance program activity or service.
INDIVIDUAL ACTIVITY	Develop descriptions of ways in which experimental designs might be used in evaluating your career guidance program.
INDIVIDUAL FEEDBACK	Check your suggested applications against a list of criteria.
GROUP LEARNING OBJECTIVE	Design an evaluation plan that will demonstrate the impact that a selected program component has on intended gains made by clients.
GROUP ACTIVITY	Design a portion of an evaluation plan.

INDIVIDUAL ACTIVITY

Develop descriptions of ways in which experimental designs might be used in evaluating your career guidance program.

In this activity, develop for each of four different experimental designs an example or hypothetical application of how it could be used in the process of evaluating your career guidance program. In each instance, your purpose for including an experimental investigation in your evaluation plan will be based on your need to demonstrate empirically that certain gains made by clients are indeed a direct result of your program.

Information from *Evaluation and Educational Decision-Making* (Development Associates 1975) is included with this learning experience. It describes in detail four experimental designs.

- Posttest comparison with matched groups
- Pretest/posttest control group
- Norm reference design
- Criterion reference design

After completing the reading referenced for this activity, develop descriptions of how you could use each of the above four experimental designs in evaluating your career guidance program.

Experimental Designs

Presented below are several designs that experience indicates will be relevant for most career guidance programs. As suggested earlier, it is unlikely that any one design will be appropriate for all questions, and therefore, more than one of those discussed may be used in a single program. There are also more complex designs, of course, which are appropriate in some situations. More detail regarding the designs below and several other alternatives may be found in texts on evaluation and research design.*

Posttest Comparision with Matched Groups

This research design requires that a group of potential participants (at least twice as large as the desired number) be pretested, that those tested be paired in terms of pretest measures, and that one member of each pair be randomly assigned to the participant group and the other to the comparison group. The posttest then measures the same skills as the pretest. This design provides an accurate estimate of the impact of the program (or activities) on participants. However, it is a somewhat difficult design to use in a school setting.

Pretest/Posttest Control Group

This research design requires: (1) random assignment, prior to treatment, either of individuals to participant and comparison groups or of program activities to some existing but essentially similar groups (e.g., classrooms) and not to others; and (2) pretesting and posttesting of the participants and comparison groups. This design can provide an accurate assessment of the impact of the program on participants only if the pretest differences between participant and comparison groups are due to chance. Although it may be difficult to meet the requirements of this design on a large-scale basis (e.g., throughout the program or the school district), it may be quite feasible in many situations.

Norm Reference Design

This design requires use of standardized tests with pretest and posttest norms and careful adherence to the testing procedures followed by the test publisher in obtaining normative data. It does not require local comparison groups. It is particularly important to note that testing dates should correspond to those used in norming the test (e.g., October and May), and that the norm group should be as similar as possible to the participants. This design may provide a quantitatively supported estimate of the impact of the program on participants. Where standardized tests are available and proper testing procedures followed, this design can be implemented at considerably less cost and effort than a comparison group design.

Criterion Reference Design

This design is most appropriate for program objectives dealing with levels of performance (e.g., the number of materials developed, the extent to which teachers use a media center, the number of students placed in employment, or the number of courses added to the school curriculum) or verifiable changes in the school district (e.g., a school policy favoring career education, an agreement with the employment service, etc.). It provides an estimate of the extent to which a predetermined criterion has been achieved. It requires a careful specification of the criterion, and valid and reliable pre- and postmeasures, but may not require a comparison group. Although useful in measuring how close

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*Of particular interest to the manager may be Donald T. Campbell and Julian D. Stanley, *Experimental and Quasi-Experimental Designs for Research* (Chicago: Rand McNally, 1963).

D. Horst, K. Tallmadge, and C. Wood, *A Practical Guide to Measuring Project Impact on Student Achievement* (Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Education, 1975).

performance has come to the criterion, unless it is combined with one of the previously cited comparison group designs, it does not establish that the performance was caused by the program.

Survey Design

This design provides a description or a quantitatively supported estimate of various relevant characteristics of a group (e.g., knowledge, attitudes, social characteristics) at a particular point or several points in time. It requires carefully developed questionnaires that address these areas of interest. Although it does not permit drawing the conclusion that program activities were responsible for the survey results, it may be quite useful in program evaluation. For example, it may indicate that, for whatever reason, no further effort in a particular area is necessary or that much remains to be done.

Summary

Whatever design is selected, it is important that information on program activities be related to estimates of program impact. For example, even in the absence of a group of students who have not been exposed in some manner to the program (i.e., no control group), it is generally possible to identify the level or amount of program exposure for each student or class, and treat those with the lowest exposure level as a comparison group relative to those with the highest exposure level.

Comparisons between the gains made by the high group and those made by the low group would then provide the basic data needed for assessing whether or not the program had any impact on the outcome measures, providing that there are meaningful differences between the activities engaged in by the two groups. If the activities are quantifiable on a fairly fine scale, such as number of hours, the high group might consist of the 25 percent of the students who had the greatest number of hours and the low group might consist of the 25 percent of the students who had the fewest hours of exposure. If the differences are in fact meaningful, the design would lend itself to analysis to determine the strength of the relationship between program activities and outcomes.

INDIVIDUAL FEEDBACK

Check your suggested applications against a list of criteria.

Check to determine if your proposed use of each of the four experimental designs is consistent with its intended use.

- Your proposed use of each experimental design should be consistent with the expressed purpose of the designs.
- The numbers and types of clients indicated in your descriptions should be consistent with those called for in each of the designs.
- Your proposed treatment(s) for clients in your program should be consistent with the treatments indicated in each of the designs.
- The timing of the treatments indicated in your treatments should be consistent with the timing indicated in each of the designs.

GROUP ACTIVITY

Design a portion of an evaluation plan.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduce Activity 1. Indicate to participants that they will be working in small groups and designing that portion of an evaluation plan that will provide for comparisons for determining if gains made by clients can be attributed to the program. 2. Organize participants into small groups. 3. Have participants review the information on experimental designs presented in the Individual Activity.	

Facilitator's Outline	Notes
B Develop the Experimental Component of an Evaluation Plan	
1. Explain that an evaluation plan must include one or more of the following experimental designs whenever you desire to make comparisons that will help determine if client gains are a result of some specific program activity or service. • Posttest comparison with matched groups • Pretest/posttest control group • Norm reference design • Criterion reference design	
2. Explain also that the design for the experimental component should indicate which of the above four experimental designs you are using and include descriptions of the following. • Hypothesis or hunches to be tested or questions to be answered • Clients to be included in the investigation • Types of data to be gathered • Instruments and timetables to be used in gathering data • Manner in which the data obtained will be analyzed to test hypotheses, validate hunches, or answer the initial questions	
3. Have the participants, in their small groups, generate a description of an experimental component for an evaluation plan to determine if some selected client gain(s) can be attributed to some particular component of the career guidance program(s) with which the group is associated.	Allow 25 minutes for groups to complete the above activity.
C Report and Feedback	
1. Bring the participants together and have each small group present its experimental design.	

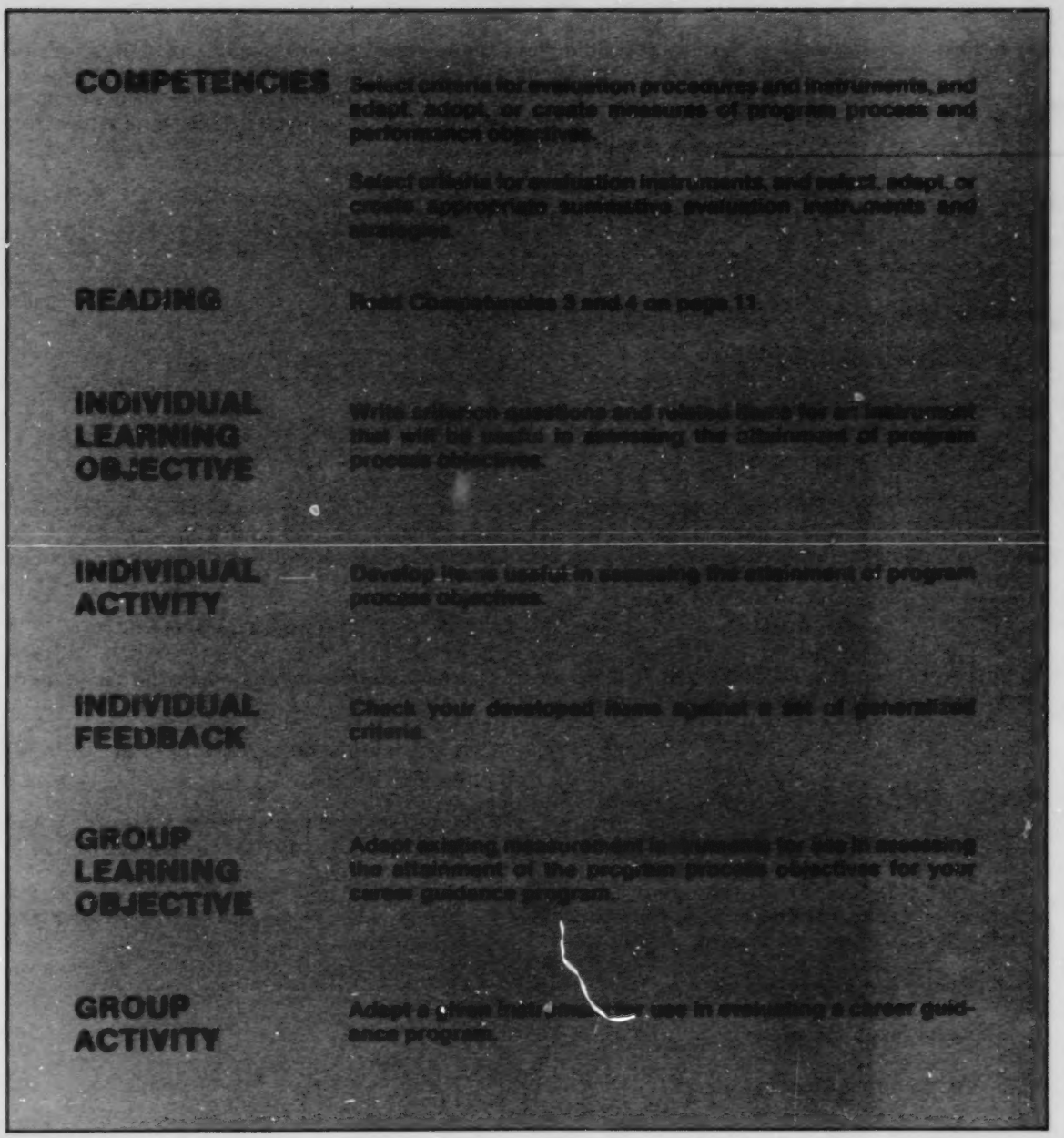
Facilitator's Outline	Notes
2. Critique each design as it is presented and point out its strengths and any aspects that need improvement.	The basis for the critique should be adequate application of the selected experimental design as described in each of the points listed in B-2: • Hypotheses • Clients • Instruments and timing • Analysis

NOTES

Learning Experience 3

Selecting Evaluation Strategies and Instruments

OVERVIEW



INDIVIDUAL ACTIVITY

Develop items useful in assessing the attainment of program process objectives

Prior to starting this activity, review the reading for Competencies 3 and 4 on page 11. In this activity, develop items that could be included in the various types of instruments that might be used to assess the attainment of the program process objectives for your career guidance program. This activity is intended to be as practical as possible. Therefore, as you develop the requested items think of how they might be used in evaluating the program in your agency.

First, select one process-oriented area of concern for your career guidance program. Examples are indicated in the reading. Other examples include the following:

- Professional staff
- Facilities
- Program objectives
- Client services
- Administrative services

Next, develop one or more key questions and several related criterion questions for the area of concern you have selected. Both types of questions are defined and discussed (complete with examples) in the reading. Other examples of one program process-oriented key question and related criterion questions follow:

Key Question	Criterion Questions
Is the career guidance staff adequate to develop and deliver a viable career guidance program?	1. What is the client staff ratio for the career guidance program? 2. Is adequate secretarial support available for guidance staff? 3. What types of professional preparation and certification do professional staff have?

Once you have your listings of key and criterion questions developed, determine the best source for the information needed to answer these questions. The usual sources are presented and discussed in the reading and include the following:

- Current and former clients
- Career guidance staff
- Agency administrators
- Clients' employers

Select one or more information sources for each of your listed criterion questions and develop items that will be useful in obtaining from these sources the data and information needed to answer each of your criterion questions and ultimately your key question(s) for the area of concern you selected.

INDIVIDUAL FEEDBACK

Check your developed items against a set of generalized criteria.

Yes	No	
____	____	1. Does the item relate to the content of the criterion question?
____	____	2. Is it valid--actually measuring what it is intended to measure?
____	____	3. Is it reliable--providing accurate measures?
____	____	4. Is the item relevant to the evaluation task at hand?
____	____	5. Is it cost-effective--providing needed information while requiring no more than reasonable amounts of time and other resources?
____	____	6. Is the item trouble free--providing needed information while not risking violation of privacy laws, excessive complaints, and the like?

Answers to all six of the above criteria will be "yes" for items that you would want to use in evaluating your career guidance program.

GROUP ACTIVITY

Adapt a given instrument for use in evaluating a career guidance program.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Indicate that the participants will be involved in independent and group activities while examining and modifying a published evaluation instrument to make it better fit their data and information needs in the evaluation of their agency's career guidance program. 2. Divide the participants into small feedback groups of three or four persons.	

Facilitator's Outline	Notes
3. Have the participants review the material on instrument development in the reading for Competency 3 on page 11.	
B. Review and Modify the Evaluation Instrument	
1. Indicate that the participants will individually complete the following tasks:	
a. Review each item on the evaluation instrument.	
b. Rate each item as to its current state of usefulness to an evaluation of their career guidance program. The following rating scale should be used in this activity: • 3--very useful in its present form • 2--useful as is but could be made more so • 1--needs major revision to be made useful • 0--cannot be made into a useful item.	
c. Revise 15 or more items that received ratings of 1 and 2 so that each would merit a rating of 3.	
2. Distribute the abbreviated copy of the instrument entitled Indirect Services Coordinated by Guidance Staff that appears on the following pages.	Prior to conducting the activity, you will need to duplicate one copy of this instrument (or another one of your choice) for each participant.
3. Ask participants to take from 30 to 40 minutes to complete the above activities.	
C. Review and Feedback	
1. Indicate that participants will be working in their small feedback groups to review and evaluate the item ratings and suggested modifications of the other participants in the group.	

Facilitator's Outline	Notes
2. Ask participants to report in their groups, item by item, the action they have taken (retain as is, modify as follows, or reject outright) and the reason for their action. 3. Encourage group members to try to reach some consensus as to the proper treatment of each item as the instrument is adapted for use in evaluating their agency's program. 4. Refer participants to germane sections of the reading in those instances where feedback group members cannot reach consensus on one or more items.	

Handout

Indirect Services Coordinated by Guidance Program Staff

The rating scale is as follows: 1--provision met exceptionally well; 2--provision met adequately; 3--adequate but improvement needed; N--not applicable; ?--not enough information to make judgement.

1. Student Information

1 2 3 N ? A. A guidance staff member has the responsibility for developing and coordinating the student information service.

1 2 3 N ? B. Each student's record is separate from the student's school permanent record.

1 2 3 N ? C. Information useful to the student, parent, counselor, and teacher is systematically collected and recorded on each student's guidance record including such information as school marks, test performances, school activities, expressed interests, vocational preferences, continuing education preferences, special talents and achievements, and work experiences.

1 2 3 N ? D. Each student participates in contributing and maintaining information in his or her guidance record.

1 2 3 N ? E. The information in each student's guidance record is available for interpretation to students, their parents, and school staff.

1 2 3 N ? F. Student evaluative information is given only to the students, their parents, those working professionally with the students, and those for whom approval is given by the students.

1 2 3 N ? G. Student guidance records are easily accessible to the school staff.

1 2 3 N ? H. Observations that make test performance or other data more meaningful are recorded on the guidance records.

I. Organized and coordinated procedures and techniques are used to ensure that all students are identified who--

1 2 3 N ? (1) have special talents, abilities, achievements, and interests;

1 2 3 N ? (2) have special learning needs or handicaps;

1 2 3 N ? (3) are potential dropouts;

1 2 3 N ? (4) seem to be making inappropriate educational and vocational plans;

1 2 3 N ? (5) have made a significant drop in school performance;

1 2 3 N ? (6) have special health needs or physical handicaps;

1 2 3 N ? (7) have negative self-concepts;

1 2 3 N ? (8) have negative attitudes toward other individuals and society;

1 2 3 N ? (9) need financial assistance for continuing education beyond high school;

1 2 3 N ? (10) should be referred to other pupil services personnel or guidance resources.

J. A coordinator of the testing program, in cooperation with the building administrator, organizes and coordinates--

1 2 3 N ? (1) the securing, distributing, scoring, and storing of test materials;

1 2 3 N ? (2) the planning of testing schedules, training of test examiners, orienting of staff and students, identifying of facilities, and the carrying out of other activities related to proper test administration;

1 2 3 N ? (3) the developing of test interpretation materials, procedures, and reports that make test results meaningful to students, parents, teachers, and administrators.

1 2 3 N ? K. At least one trained proctor is provided for each 30 students tested.

1 2 3 N ? L. Student test data are reported in types of scores that will facilitate accurate interpretation of the students performance.

1 2 3 N ? M. School ability tests are administered at approximately the same time as the achievement tests and have norms comparable to the achievement test.

1 2 3 N ? N. Vocational aptitude and interest inventories are administered in either grade nine or ten depending upon the organization of group guidance instruction and vocational education curriculum.

1 2 3 N ? O. Appropriate tests are used to assist in the identification or screening of students with needs for remedial reading, study skills instruction, remedial arithmetic, and other special programs.

1 2 3 N ? P. Provisions are made for students to participate in state, and national testing programs which facilitate the accomplishment of guidance objectives.

Q. Ability and achievement test results are organized for the purpose of--

1 2 3 N ? (1) describing the means and variabilities of the student population;

1 2 3 N ? (2) identifying possible needs for special education, occupational work experiences, remedial reading, or other curricular programs;

1 2 3 N ? (3) describing a student's test performance in relation to those in his own class and school.

1 2 3 N ? R. Expectancy tables are developed to describe potential student performances in high school subjects and college.

S. Follow-up studies are conducted on graduates and dropouts at various intervals for the purpose of collecting information about their--

1 2 3 N ? (1) employment;

1 2 3 N ? (2) post-high school education;

1 2 3 N ? (3) opinions on the adequacy of the school curriculum, guidance programs, and student activities;

1 2 3 N ? (4) recommendations for improvement of the school curriculum, guidance program, and student activities.

1 2 3 N ? T. The guidance program is evaluated periodically to determine guidance accomplishments and needs for further development.

1 2 3 N ? U. Students are surveyed periodically to determine their opinions and perceptions of the school curriculum, guidance program, and student activities.

2. Guidance Information

1 2 3 N ? A. A guidance staff member has the responsiblity for developing and coordinating the guidance information service.

B. The following types of informational materials are available to students and teachers:

1 2 3 N ? (1) School programs of study (e.g., course descriptions, graduation requirements)

1 2 3 N ? (2) College bulletins and catalogs

1 2 3 N ? (3) Directories of educational opportunities (e.g., universities, colleges, junior and technical colleges, specialty schools, apprenticeships)

1 2 3 N ? (4) Military services and draft information materials

1 2 3 N ? (5) Local, state, and national scholarship and financial aid sources

1 2 3 N ? (6) Study skills materials

1 2 3 N ? (7) Vocational career information (e.g., *Occupational Outlook Handbook*, *DOT*, Employment Information Series)

1 2 3 N ? (8) Personal-socio materials (e.g., values, social skills, individual differences, interpersonal relations)

1 2 3 N ? (9) Current guidance events in the school and community

1 2 3 N ? C. Guidance information is located in the guidance room or counselor's office and the library.

1 2 3 N ? D. Controlled procedures are followed to make guidance information easily accessible to students and teachers.

1 2 3 N ? E. An organized filing system is used to categorize vocational information.

1 2 3 N ? F. Current information and announcements are displayed on a bulletin board.

1 2 3 N ? G. All guidance materials are dated when received.

1 2 3 N ? H. Vocational materials are generally no older than 5 years unless it is known that the information has not changed.

1 2 3 N ? I. Information is available on the employment and continuing education of the school's graduates.

1 2 3 N ? J. The guidance office is on the mailing lists of various publishers (e.g., superintendent of documents, state department of education, state employment office, commercial publishers).

1 2 3 N ? K. Bulletins or newsletters are periodically distributed to students and parents concerning activities or events in guidance.

3. Guidance Resources

1 2 3 N ? A. A guidance staff member is assigned to coordinate the guidance resource service.

B. Organized provisions are available for the purpose of assisting students, parents, and staff to--

1 2 3 N ? (1) use referral resources in the school system which might be of help to them, and

1 2 3 N ? (2) use guidance resources in the community that might help them achieve guidance objectives.

1 2 3 N ? C. A written list has been prepared of competent persons in the community and staff who are willing to talk with a student or group of students about a specific occupation.

1 2 3 N ? D. Communication and cooperative relations with each guidance resource is maintained through periodic contacts.

1 2 3 N ? E. Available community guidance resources are being used to help achieve guidance objectives (e.g., employment service, military services, vocational rehabilitation service, vocational consultants, professional societies).

4. Student Placement

1 2 3 N ? A. A guidance staff member has the responsibility for developing and coordinating the student placement service.

1 2 3 N ? B. Applications and admissions materials are processed to facilitate student entrance into colleges and other educational programs.

1 2 3 N ? C. Students are assisted to visit post-high school educational institutions.

1 2 3 N ? D. Student applications for scholarships and financial aids are processed.

1 2 3 N ? E. Written records are kept of each transaction that the school performs in processing student applications.

1 2 3 N ? F. Procedures have been established to assist students to obtain employment.

1 2 3 N ? G. Cooperative relationships have been established with the local state employment office.

1 2 3 N ? H. Vocational exploratory experiences available to students have been identified.

1 2 3 N ? I. Any decisions needed on the placement of students into curricular programs or groups are made by the administrator, taking into consideration the recommendations of teachers and counselor, the desires of the student and his or her parents, and the needs of the student.

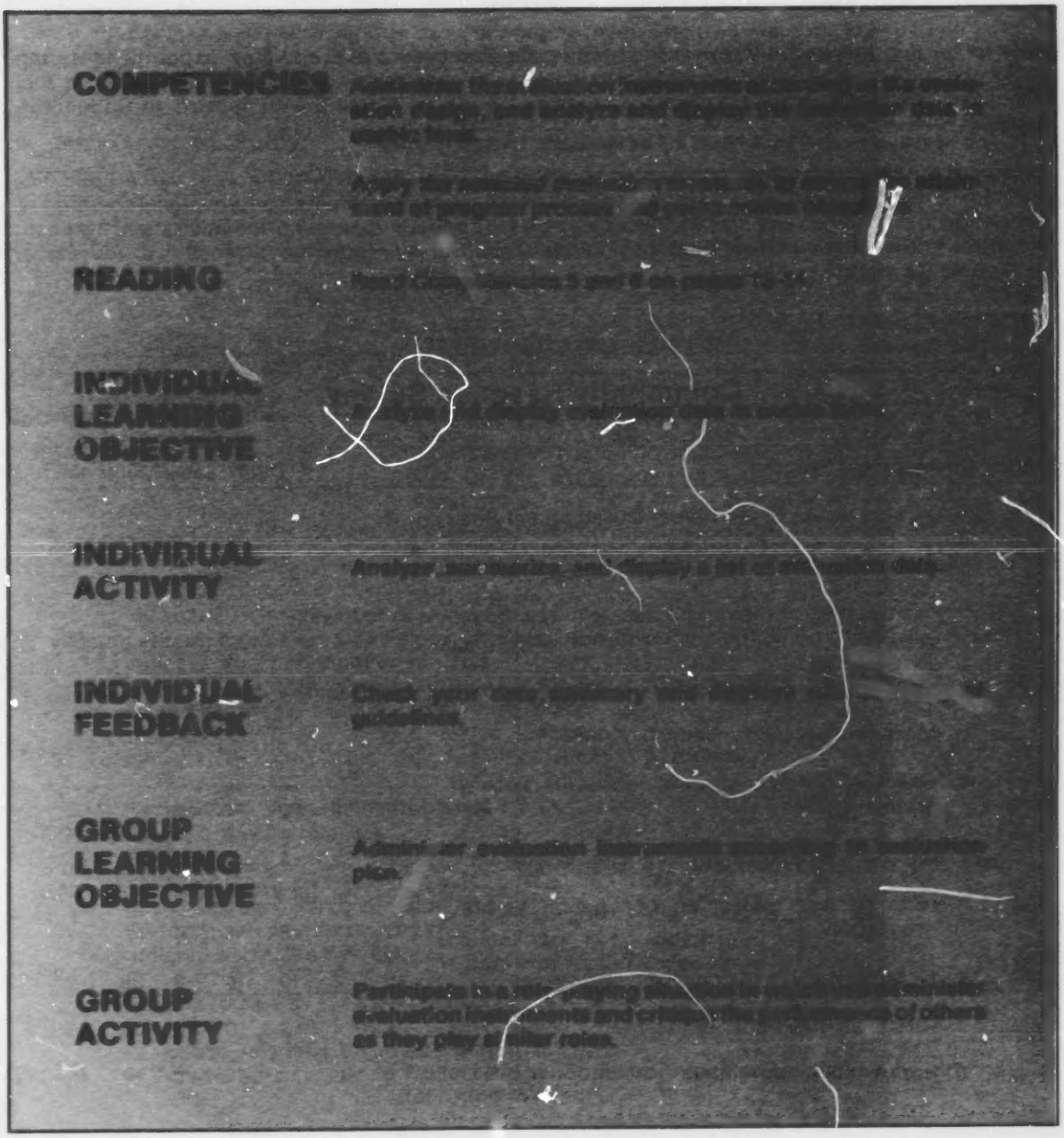
1 2 3 N ? J. Grouping and other curricular placements of students are flexible enough to allow for changes and adjustments when desirable.

NOTES

Learning Experience 4

Collecting and Analyzing the Data

OVERVIEW



Prior to starting this activity, review the reading for Competencies 5 and 6 on pages 13-14. In this activity you will analyze a set of tabulated responses to a survey instrument designed to gather data for evaluating a career guidance program. The data you will be working with appears in Community Reaction Survey below.

Assume that these data were gathered as a part of an evaluation activity for your career guidance program. The respondents were a random sample (N=60) of adult residents from your local community. You desire to summarize and display these data so as to communicate to the administration, the board of control, and the community at large the findings of your survey of community reaction to your career development program.

You are now ready to summarize and display your findings.

Community Reaction Survey

Career Development Program Date _____

1. In general, I am aware of the Career Development Program.

   40 Yes 16 No 4 Unsure

2. The major objectives of the program, as you see them, are as follows:
   (please rank with 1 being the highest priority objective and 8 being the lowest priority objective):

	1	2	3	4	5	6	7	8
___ a. Meet national labor needs				10	40	10		
___ b. Develop specific student job skills before graduation	2	2	22	24	10			
___ c. Integrate vocational and academic education	20	32	8					
___ d. Help students select an occupation before graduation	22	14	8	12	4			
___ e. Increase the use of community resources	6	8	10	4	2	26	4	
___ f. Create an awareness of the world of work	6	4	12	10	2	16	10	
___ g. Impossible to determine	2				2	6	46	4
___ h. Other	2					2		56

3. In your opinion, are parents supportive of this type of program?

20 Much 37 Some 3 Little ___ No Support

4. Are you supportive of this program?

35 Much 23 Some 2 Little ___ No Support

General comments:

_____

_____

5. Up to now my involvement in the career development program has been: (check all that apply)

33 a. a parent

12 b. a community employer

3 c. a class resource speaker

8 d. a school-community tour host

1 e. other

27 f. none

6. I would be willing to be involved in the career development program in the following ways (check all that apply)--

10 a. a class resource speaker

12 b. a school-community tour host

18 c. a personal interview subject

2 d. other

48 e. not sure

7. I am answering this survey as:

41 a. a parent

10 b. a business representative

7 c. a civic organization member

1 d. an educator

1 e. other

THANK YOU

Program Staff: I would like to assist in the following way (check all that apply):

___ Resource Speaker ___ Field Trip Sites ___ Personal Interview Subject

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

TELEPHONE _____ OCCUPATIONAL AREA _____

INDIVIDUAL FEEDBACK Check your summary and display with a listing of guidelines.

Guidelines For Summarizing and Displaying Evaluative Data

1. Target the information to appropriate levels of planning and administration. Administrators need different types of information than, for example, clients and parents do.

2. Present your information in a clear and concise manner that is appropriate for the audience who will read and use it.

3. Provide general information about the evaluation that will be helpful in interpreting and understanding the findings you present (i.e., purposes, procedures, and the like).

4. Assist readers in making comparisons with the data you present when comparisons are appropriate (i.e., client gains in summative evaluations).

5. Provide conclusions, recommendations, and suggested actions when appropriate (i.e., program processes in formative evaluations).

6. Use appropriate statistical techniques in summarizing and reporting data.

GROUP ACTIVITY

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Indicate that participants will be working in a simulation-type activity. They will be in small groups planning for and playing the role of one who has been assigned the responsibility for administering an evaluation instrument and critiquing others in their group who have a similar responsibility. For consistency the participants will play themselves as they might be called upon to	

Facilitator's Outline	Notes
administer an evaluation device in the evaluation of their career guidance program. 2. Divide the participants into small role-playing groups of no more than four participants. 3. Have the participants complete the reading for Competencies 5 and 6 on pages 13-14. B. Role Play 1. Indicate that each group member will prepare and act out one of the following roles in applying evaluation devices in the process of assessing the attainment of program objectives: • Administering a standardized test to a group of clients. • Administering a standardized instrument to an individual client. • Conducting a personal interview in surveying community members. • Conducting a telephone interview in surveying clients' employers. 2. Specify that when not playing one of the above roles in their small groups, participants will be playing the client. 3. Give participants 10 to 15 minutes to identify and prepare for their dual roles in each of the 4 situations. 4. Allow participants 10 to 15 minutes to play out each of the 4 roles and allow 5 to 10 minutes in between each for group members to provide feedback to members on their presentations. C. Summary 1. Ask for participants' reactions to the activity. 2. Summarize on chalkboard or flip chart the important points that emerge.	Prior to the activity, the facilitator will need to secure adequate numbers of props (e.g., instruments, telephones), and make them available to each small group.

Learning Experience 5

Evaluating the Evaluation

OVERVIEW

COMPETENCY	Evaluate the process used in the formative evaluation of the program to make necessary alterations in the process.
READING	Read Competency 7 on page 10.
INDIVIDUAL LEARNING OBJECTIVE	Write key evaluation questions and related criterion questions to be answered in evaluating an evaluation process.
INDIVIDUAL ACTIVITY	Read an evaluation report and develop evaluation questions.
INDIVIDUAL FEEDBACK	Compare your evaluation questions with a set of sample questions presented in the reading and with the program area concerns that are listed.
GROUP LEARNING OBJECTIVE	Draft an evaluation plan for assessing an evaluation activity.
GROUP ACTIVITY	Develop a plan to evaluate the formative evaluation of a career guidance program.

INDIVIDUAL ACTIVITY Read an evaluation report and develop evaluation questions.

After you have reviewed the reading for Competency 7 on page 16 and the enclosed evaluation report titled "An Overview of Project People in Peoria," develop a set of key evaluation questions and related criterion questions that could be used in evaluating the evaluation activities that formed the basis for this report.

Examples of the type of questions you will develop are as follows:

Area of Concern	Key Questions	Criterion Questions
Personnel	Were appropriate personnel involved in the development and conduct of the evaluation activity?	Did the career guidance staff have adequate input in the design, implementation, and reporting phases of the evaluation? Was consultative assistance used when needed throughout the evaluation? Were local administrators, advisory committee members, and clients appropriately involved in the evaluation activities?
Data	How useful are the data collected for this evaluation?	Were adequate numbers of persons sampled in gathering the data for the evaluation? Were both formative and summative data gathered? Were the data gathered relative to the purposes and objectives of the evaluation?

NOTES

NOTES

AN OVERVIEW OF PROJECT PEOPLE OF PEORIA: A CAREER EDUCATION PROGRAM FOR CHILDREN IN GRADES K-8

Dr. Chester W. Dugger, Director
Mr. Charles V. Pryor, Career Counselor

for
School District 150
Peoria, Illinois

(Note: These pages are excerpts from a larger report)

Dr. Chester W. Dugger
3202 North Wisconsin Avenue
Director, Career Awareness and Exploration Program

Background

The People of Peoria Career Awareness and Exploration Program (CAE) in District 150 is the result of action taken by concerned and informed members of Peoria's business, labor, governmental, and educational communities. These people come from varied backgrounds and have diverse points of view on many issues, but they share one major concern--How can the schools better prepare children to live in today's and tomorrow's world where the only certainty is change?

Examining present conditions inside and outside the schools, these people noted many thought-provoking factors. For example, that--

1. many students are dropping out and even graduating from high school without a saleable skill and thus cannot obtain employment;
2. eighty percent of all students who complete high school never obtain a college degree, yet most of these students are enrolled in general education and far too few are receiving an adequate orientation to vocations and/or skill training;
3. present employment trends indicate that, increasingly, preparation for existing jobs is requiring specialized training, but that general education and even college work does not prepare one for job entry;
4. there is a trend on the part of parents and students alike to question the relevancy of public education;
5. as our technological society becomes more complex, there is less understanding of the community and its economic bases;
6. attitudes toward work roles begin to develop even before the child enters school.

Soon after Career Education was declared a "national priority" by the U.S. Commissioner of Education, District 150 became involved.

Funding and Duration

A proposal was submitted to the Office of Education, accepted, and was to have been funded in November 1971. However, actual funding was delayed until late January 1972. That precipitated a delay in securing staff. The director was appointed in March 1972, and the staff was not complete until April 1972. The $250,000 project is to end in August 1973.

Scope

District 150 is integrating a successful, comprehensive career education program into the curriculum in **all** schools, and involving **all** certified staff and students in grades kindergarten through eight.

Number of Certified Staff	Number of Children
875	17,393

Intent and Goals

The stated intent of the project is to install a total, articulated, coordinated career education program to provide students with--

1. an understanding of careers that serve them, the community, and so forth;
2. knowledge and positive attitudes toward self;
3. an internalized value system which includes a valuing of the student's own career role and the roles assumed by others;
4. increased skill and experience in the rational process of decision making;
5. an enhanced understanding of the economic system;
6. opportunities to develop skill awareness;
7. an understanding of the relationship between the world of work and education.

Rationale

"Career Education" has no clear definition. This is, perhaps, one of its greatest strengths. Ideas without constraining definitions have generated creative plans and implementation processes in school districts throughout the nation. Principals, teachers, and the career education staff have accepted the challenge. Starting with the proposal as a foundation, a substantial, effective structure has gradually evolved. Several assumptions have served as catalysts throughout the building process.

1. In final analysis, the teacher **is** the curriculum. This assumption led the builders to develop a program that is, first and foremost, "teacher" oriented. Unless the people who design and control the learning climate begin to do something **different**, children will not receive an education any better or worse than they have been receiving.
2. People are more important than products and processes.
3. If significant change is to occur, some **process** or some **thing** must be added and/or subtracted from the curriculum.
4. Considering the time limitation (eighteen months), that which is added and/or subtracted must be **simple** and **relatively noncontroversial**.
5. Children are role deprived--the quantity and quality of opportunities for children to take an active part in the mainstream of society are few and becoming fewer. (Glasser, *Schools Without Failure*)
6. Children are adult deprived--contacts between adults and children are decreasing and adult-child dialogue is, for many students, practically nonexistent. Children are not only role deprived, they are role-model deprived. (Bronfenbrenner, *The Two Worlds of Childhood*)
7. Development of self-awareness, economic awareness, and career awareness, is enhanced when children are provided with real role models. In the absence of real role models children often turn to fictional role models such as those observed on television. Often these models foster false impressions of the real world.
8. Academic education and career education are not dichotomous.--The motto in District 150 is: It is not academic education **or** career education; it is academic education through career education.

9. "Doing" leads to "understanding" John Dewey has said:

   I hear ..... and I forget.
   I see .... and I remember.
   I do .... and I understand.

10. A creative curriculum can best be generated by creative teachers placed in an atmosphere conducive to innovation.

Curriculum Development

District 150 has made no attempt to write a new curriculum. This approach has been tried at federal, state, and local levels with varying degrees of success. Time and resource limitations made attempting such a task unwise. Since no single approach reviewed was totally acceptable to a committee of teachers and administrators, a novel, seldom employed and little researched technique was adopted.

The usual approach is to develop curriculum and **then** to develop staff to implement the curriculum. District 150 has reversed this process. Utilizing easily understood, noncontroversial techniques, staff development has led to curriculum development. This process might best be described as an individualized approach to curriculum development.

Technique

Two basic techniques have been employed to catalyze the curriculum development process: the "person-centered interview" and the "organizing-center approach to planning." While space does not permit a discussion of the process or rationale, the "person-centered" interview accomplishes the following functions:

1. Provides an atmosphere that encourages teachers to utilize other adults as educational resources.
2. Provides an atmosphere in which parents and other adults willingly participate.
3. Establishes a set of rules where adult-child dialogue cannot be avoided.
4. Establishes a set of rules putting students in "active" rather than "passive" learning roles.

The "organizing-center" approach to planning--

1. accomplishes the integration of career education into the regular curriculum,
2. encourages the utilization of resources outside the classroom--especially human resources,
3. emphasizes "concrete" rather than "abstract" teaching modes, and
4. encourages "doing" rather than "talking about."

Both techniques place the teacher and students in a "learning" role.

Staff Development Events

A Career Development Committee of teachers, counselors, and administrators worked to develop goal statements and implementation guidelines. These were carefully adhered to as the project developed. Implementation proceeded as follows:

CAE Staff --Held workshops to introduce career education to each school

--Held community seminar on career education sponsored by the Career Education Advisory Council (lay persons)

--Conducted 2-week workshop to develop a cadre of teachers for each building to develop building leadership (135 teachers and 33 principals)

--Developed a teacher handbook giving concrete guidelines for meeting the established goals

--Established a professor-consultant plan for formative evaluation and staff support

--Conducted districtwide implementation institute--a general introduction to the entire certified staff

--Scheduled cadre teacher workshops--one person per building--to be held at least once per month throughout the school year

--Provided support services to each building cadre

--Cosponsored an Action Conference on Career Education, providing valuable information and experience to representatives of school districts throughout Illinois and several other states

Responsibilities and Evaluation

Many projects have utilized a "curriculum development" approach and have enumerated an extensive list of objectives. *The People of Peoria Career Awareness and Exploration Teacher Handbook* outlines 11 tasks for the project staff, 6 specific tasks for principals and 5 specific tasks for teachers. These tasks are measurable from both an objective and subjective point of view. The success of the overall project must be assessed in terms of four primary questions:

1. Were the tasks accomplished? (objective)
2. To what degree were they accomplished? (subjective)
3. What impact, if any, did accomplishment of these tasks have regarding the things that are done to and with students? (objective and subjective)
4. If, indeed, something different is happening with and for students, what are the effects on students? (objective and subjective)

At the end of the 1972-73 school year one can expect to have some data concerning each of these questions. Progressing from step one through step four the information will be more difficult to secure and more difficult to interpret. It is obvious, however, that unless step one is accomplished, there will be no step two if there is no step two accomplishment there will be no step three, et cetera. **Accountability** is the key.

The evaluation process is a thread running throughout the entire People of Peoria Project. Formative evaluation provides a feedback loop suggesting modifications as the project progresses. Elements of this system include the following:

1. Monthly teacher reports
2. Professor-consultant reports every other month (11 professors representing 5 universities have contracted with District 150 to spend not less than 3 full days per month working in specific schools)
3. Feedback during monthly cadre workshops
4. Baseline data collected by the summative evaluator via pretest questionnaires

Summative evaluation will provide data concerning the overall effectiveness of the project.

Elements of this system include the following:

1. Teacher questionnaires
2. Student questionnaires
3. On-site visitations
4. Analysis of formative evaluation data

A great deal of useful baseline data was collected during the November 1972 administration of student and teacher questionnaires. For example, the following responses were recorded:

STUDENTS (GRADES 4-8)

Question	Percentage of Responses			
	Agree	Disagree	No Opinion	No Responses
We should study about jobs and careers in school.	71.5	8.9	17.5	2.0
I am too young to think about my future.	16.4	72.5	10.3	0.8
I like it when we have visitors in our classroom.	76.1	8.5	14.3	0.9
Schools should have more time to discuss how to get a job.	59.8	14.9	24.7	0.6
How many times did you talk to visitors in your classroom last year about their jobs?	52% said "none" 77% said 2 times or more (of those who had classroom visitors)			
In the last year, how many times did your class take a field trip to learn about jobs or careers?	42% said "none" 68% said 2 or more (of those who took field trips)			

TEACHERS

Question	Percentage of Responses			
	Agree	Disagree	No Opinion	No Responses
Career education activities should be treated as an additional subject by setting aside specific time and using specific instructional materials.	11.7	79.2	6.6	2.4
The "organizing-center" concept allows teachers to plan people-oriented activities early and within their regular, ongoing curriculum structure.	70.6	7.8	17.5	4.1
After the introduction of the program, were you clear about its goals?	86.9% said "yes"			
Do you feel the goals are worthwhile?	91.2% responded positively			
In order to fulfill your role do you think you will have to make any changes in your behavior?	79.9% indicated some change necessary			
Do you feel there will be benefits for the students?	55.8% said "yes" 38.8% said "maybe"			
Do you think that interviewing people about their jobs is worthwhile?	88.6% said "yes"			
What is your reaction to the curriculum guide?	90.3% said "helpful"			
Elementary school is too early to start career awareness education.	81.2% disagreed			
School dropouts are basically uninterested in academic subjects.	70.5% agreed			
Career awareness education should be used to help motivate potential dropouts to stay in school.	84.8% agreed			
Career awareness in elementary schools is the first step in planning a successful career.	65.4% agreed 12.8% disagreed			

Program Difficulties

This project has enjoyed tremendous success, but it has labored under a serious handicap. Due to late funding the launching of the program was delayed at least 3 months. Staff procurement and orientation was completed late in the school year. By the time the summer career education workshop for cadre teachers was announced, many teachers already had summer commitments. The career education staff had little time to explain the program to teachers. End of the year pressures resulted in teachers who were often somewhat less than enthusiastic about any **new** proposal. The project provided stipends for 190 teachers to attend the summer workshop. Only about 135 teachers attended.

For a project this size the career education staff should have been larger. By utilizing consultant monies to hire 11 professors representing 5 local universities for a period of 9 months, part of this need has been met.

The contractual stipulation that no equipment can be purchased with project funds has been confining. Requests for hammers, saws, et cetera, should have been honored. This is especially true with regard to special student groups who desperately need "hands-on" kinds of experience.

Career education has more than a foot in the door in District 150, but innovation must become noninnovative if the accomplishments are to have lasting significance. Removal of financial support from the project without allowing sufficient installation would be a mistake. The People of Peoria Project has served as a catalyst to the development of career education programs in school districts throughout the state and nation. Continued support in Peoria will mean continued support to these satellite programs as well.

Evidence of Effectiveness?

One need only visit Peoria to answer this question. Evidence is everywhere. Our news media carry stories almost weekly. Written teacher reports are on file. Student products are visible in the schools. Letters from visitors to District 150 are on file. Requests for consultant help from school districts in and outside of Illinois are received weekly. Requests for the *People of Peoria Career Awareness and Exploration Teacher Handbook* number in the hundreds. Student teachers from Bradley University and Illinois State University are developing and teaching units utilizing "career education" as the "organizing-center." Parents are beginning to initiate contacts to schools asking when they are going to be used as resources. Places of business are initiating contacts to the career education office volunteering their personnel and facilities as educational resources. The director of instructional materials in District 150 reports an increase in the utilization of career oriented instructional materials--for example, the librarian at Trewyn Junior High recently complained, "I can't keep up with requests for career oriented books." A Career Education "Action" Conference recently held in Peoria and jointly sponsored by the state funded ABLE Model Project at Northern Illinois University and District 150 drew 240 participants from within and without the state of Illinois--among the states represented were Oregon, Texas, Michigan, Indiana, Iowa, Kentucky, Nebraska, and Missouri.

The testimonies that follow tell the story.

Mr. Jerry Ruble
Peoria Association of Commerce
General Manager

We have all heard the statement, "School programs have little relation to the 'real world' and to the 'world of work' " This statement can be cast aside by the concept of "career education."

By virtue of a federal grant, our public school district was able to move into that exciting and revolutionary area of career education. The impact of this move in such a short period of time has been encouraging.

Listed are a number of specific items that career education has brought about, and is attempting to bring about, in Peoria.

Following are the specifics:

1. Career education has pulled the business community and the education community closer together.

2. When you start talking and working together, a learning process develops that can bridge "the understanding gap" that sometimes exists between education and the community.

3. The subjects of credibility and accountability in education are demanding much attention these days. Career education can assist the school districts in these areas, because the taxpayers and parents can relate and see accomplishments very readily through career education.

4. The image of the school district has improved in the eyes of the community, and I feel that the image of our community has improved in the eyes of the teachers.

5. Children now have a contact with adults other than their parents and teachers. The children are having an opportunity to develop additional dialogue with labor leaders and representatives of government and business.

6. Career education has given children an opportunity to see people as they are and experience the community as it really is--a broadening of their horizons.

   As an example: A model career visit experience was developed by our school district and implemented by the Education Committee of the Peoria Association of Commerce. This career visit experience was centered toward people and not products and/or processes. Rather than a tour of their operation, businesses have agreed to provide one worker for every four to six students to conduct the interview. These interview trips into the community have been more meaningful and more productive educationally. It is significant to note that the people being used as resource hosts have been from all levels, skilled and professional.

7. Teachers have also become educated by bringing them into contact with people outside the school.

The above items came into being as a result of the activities listed below:

1. On April 14, 1972, our school district and the Career Education Advisory Committee, in cooperation with personnel of the Illinois State Chamber of Commerce, invited fifteen hundred business leaders to attend a Career Education Seminar.

2. In June 1972, the Peoria Association of Commerce assisted the Career Education Staff of our school district in planning and implementing the community resources portion of a two-week career education workshop for 150 school district personnel.

3. In August 1972, 300 business, government, and labor leaders were invited to a Career Education Workshop sponsored by the Peoria Association of Commerce.

   Out of this meeting a series of model career visits were developed. Community leaders were also given information concerning why and how their involvement in the schools with children is absolutely necessary.

4. In September 1972, the Peoria Association of Commerce arranged for 400 teachers to interview labor, government, and business people at their respective locations.

From September 1972, through February 1973, 6 months, there have been over 600 trips into the community which required bus transportation. It is impossible to estimate the number of children who have visited, for the first time, businesses within walking distance of their schools. The number of resource people that have been invited into classrooms, and the number of trips to resource people that have been taken utilizing private transportation is also impossible for me to estimate. Another reservoir of resource people that had been overlooked in the past were school personnel--custodians, nurses, secretaries, cafeteria workers, bus drivers, security guards, and maintenance men.

The activities and programs that have been mentioned were not done prior to September 1972. These accomplishments were made because of additional staff, support personnel, and increased money for bus transportation.

If the federal or state career education monies are discontinued, some of the activities, such as visits by resource people to the schools could be continued. However, the support personnel and the availability of transportation would have to be curtailed.

Our public school district has had financial difficulties the last few years, which has necessitated decreasing school personnel in general, and support personnel in particular. When people are removed, programs suffer. We are hopeful that money will be provided so career education in Peoria will not suffer a most unfortunate and poorly timed death. It would be poorly timed because the taxpayers in Peoria, as well as throughout the country, are trying to understand this phenomenon into which today's education has developed.

The question can be asked, "Why should business people help improve education, and more specifically augment career education?" The answer is simple. The future of their enterprise, the city of Peoria, and their nation depends on education. Next to the family, no single social institute does more than the education system to shape the lives of people. And people is what living is all about.

Our children need and deserve career education. We are committed to the development of a system that is responsive, and responsible, to the needs of society, of the economy, and the student. We believe these needs can best be met by the implementation of career education that will allow a student to explore various career opportunities, select the one that will provide the greatest rewards to both him and his eventual employer, and then to provide him with the specific tools needed to obtain a saleable skill in that area.

To accomplish this educational goal will require the involvement and active participation of business and industry, labor unions, service organizations, government, school administrators, and school boards.

Locally, we have tried some new approaches in the area of career education that did not work. We had to retrace our steps and then move on. However, I would rather try to do something and fail--than try to do nothing and succeed. This is a new concept for us, but we are learning. We are also excited by the possibilities. Young people do not need their parents' capital--only their parents' interest. Career education can bridge this gap also.

John Gardner once stated, "If a nation does not respect its plumbers as well as its philosophers, neither its pipes or its theories will hold water." This we are learning in Peoria.

In conclusion, let me remind you . . . there is little difference in people. But that little difference makes a big difference. The little difference is attitude. The big difference is whether it is positive or negative. In Peoria, our attitude toward career education is positive--thanks to the federal grant.

Mrs. Irene E. Bohannon
2702 West Krause
Teacher, Harrison Elementary School

Peoria, Illinois, is deeply involved in a federally funded Career Awareness and Exploration Program. As a teacher incorporating and implementing this program into my classroom, I feel it has been of great value. I have talked and worked with other teachers in District 150 who feel as strongly as I about the benefits of career education. I have been in Peoria two and one-half years, but have taught in other school systems and this program would, I am sure, be welcomed in the other two areas of the country in which I have worked. Many teachers who have been in Peoria for years have expressed to me that this program has been long overdue.

This program has encompassed many different areas of education inside our schools, our immediate community, and our city. Through it has come greater communication among teachers in individual

schools and among schools in the district. We have shared ideas verbally, as well as through the newspaper and newsletters.

The initiation of this program has involved the community, and, of greater importance to me as a teacher, parents in particular. Our children have and are being exposed to an adult world of work. The students are gaining an understanding and a communication with adults not experienced heretofore.

When the program was introduced, the community was quite receptive and we have constantly been using our community resources.

Our students are benefiting by being able to interview all kinds of people in all kinds of positions. They have had opportunities to have "hands-on" experiences. Until this program, they did not have such opportunities.

As a teacher, I have tried to provide career awareness activities before the program, but was very limited. I had no guidelines to follow, no one with information and assistance, or finances with which to work. The program has enabled me as a teacher to follow through and tie in my career awareness with curriculum. I've taken advantage of the extra funds for bus services; the children have been able to relive their experiences because of access to films, slides, extra books in the library, and a multitude of other items* our school could not have otherwise afforded. The students and I could not have fully carried out many of our projects without access to the funds from the Career Awareness and Exploration grants.

To be even more specific, without the Career Education staff to coordinate workshops and provide consultants this past summer and fall, the stipends offered, and the released time to be a part of workshops, the program could not have succeeded. We would not have been able to marshal publicity if it were not for these personnel being totally involved and speaking to community service organizations.

Resources that are available to me as a teacher are endless. Examples include a book on model career visits, a pamphlet on "People of Peoria," prepared forms for interviews, and questionnaires. We have our own handbook, lists of materials, and money to purchase them. We have continuous constructive criticism and guidance from university consultants hired on a part-time 9 month basis, coordination of services such as reading, library instructional materials and transportation to augment the program. Every library in the district has a career education resource center and at this time every school is in the process of building a community resource file. There are regularly scheduled career education inservice workshops once a month. These workshops are coordinated by the people that attended the summer workshops. This semester teachers are participating in a course held 2 nights a week on career awareness credited through Western Illinois University.

For the teachers it is a new experience to be asked to share our expertise with other teachers and this has encouraged a more creative approach to teaching and a professionalism in attitudes. We as teachers are beginning to realize that there are instructional resources at our fingertips; for example, custodians, secretaries, school nurses, aides, and principals. They are being involved directly in the instructional program.

More importantly, the students are benefiting through the relevancy of the program. Education is becoming more meaningful to them. **We are getting away from talking and we are doing.** Things are becoming available to them. For instance, special experiences for disadvantaged children such as the train ride recently to Chillicothe. People are volunteering community services of all kinds.

As an experienced teacher I truly feel that if this program is discontinued we will be doing our students a terrible injustice. The career education program must have time to grow. As the business community

*No equipment has been purchased utilizing project funds. However, several instructional materials companies have placed equipment with us on a trial basis. Encyclopedia Britannica Corporation has placed over $25,000 worth of instructional material in District 150 for 1 year at no cost to the district.

becomes more aware of its benefits, I'm sure, they will, take more of the financial responsibility. This program is not just a school, teacher, students, parent program, but one that will benefit the entire community. To discontinue the funding at this time would be a giant step backwards. It is for these reasons I strongly urge the continuation of the Career Awareness and Exploration Program.

Mr. Albert L. Walker
923 West Millman Street
Principal, Webster Elementary School

This is the first year Webster School has been involved with the implementation of the career education program. Webster School can best be described in the following manner: (1) school enrollment--290 students, (2) racial composition--86 percent black, 14 percent white, (3) socio-economic information--mostly low income, (4) building age--75 years, and (5) grade organization--prekindergarten--grade 6.

As a result of having career education, the students, staff, and community has been more involved in the total educational process. The staff-community relationship has been greatly improved. The overall resources of the school have increased as a direct result of our involvement. But even more importantly, the students are motivated by the career education activities. By accomplishing the integration of career education into the regular academic program, schooling has taken on a new meaning for students. They are beginning to understand the maximum-learning with a purpose.

I have noticed and teachers have expressed concern that many of the students have extremely low levels of personal aspiration. Many of us feel low aspiration is simply a product of the students' feelings of inadequacy (i.e., of low expectation for themselves). Activities carried out as a result of the career education program, especially increased contact with productive members of the community have definitely begun to modify students' level of aspiration in an upward direction. Students who previously appeared to have little aim in life have demonstrated by their communication and conduct that they are recognizing there is honor in work. They are also beginning to demonstrate an awareness that we live in a competitive world and that rewards can be gained if one is willing to give to get. For example, after visits to the community, and visits from community people into the school, students have been observed in the halls and in the classrooms discussing the question, "What can I be?"

This program has added a measure of dignity to students and parents in the community. Many of the jobs held by residents are of relatively low status and meager pay. When these people are called upon to be educational resources to enhance programs for children they begin to recognize and appreciate their contributions and to feel that they are personally worthwhile.

Although one can think of the great educational benefits afforded our children as a result of the career education program, one has only to consider what our academic programs would be like if we did not have career education. First, many of the qualified individuals would not be available to provide the valuable information, coordination and support that has made the career education program a success--career education staff, consultant help from local universities and from teachers representing other school districts, and members of the community. Secondly, the involvement of outside community business, parents and other individuals would be greatly reduced. Finally, many teachers, students, parents and community people would not be aware of the educationally related career activities so badly needed in our schools. (We have had inservice programs that started in April 1972 and have continued to the present.)

Although the career education program is still young, it has enjoyed a great deal of success. I am concerned about what may happen if the financial support that made the program possible is discontinued too soon. My teachers and I are being asked to do things differently than we have done in the past. It is not easy to change. It is important that needed support is supplied if old habits are to be broken and new techniques are to be learned and developed.

Even when financial support is available as it has been this year, restrictions on that support have hindered progress in the schools. For example, many of our teachers have indicated a desire to purchase articles that fall into the category of equipment. These are not particularly expensive articles and would add much to our instructional programs, but we have been told that it is not possible to utilize funds to purchase equipment.

We firmly believe that career education has a place in our curriculum by better educating and preparing our students for the "world of work."

Dr. Clyde R. Smith
1501 West Bradley
Parent, District 150 Volunteer and Career Education
Professor-Consultant

Career education in the elementary schools is, in my opinion, one of the most important curriculum innovations in education since the educational programs which resulted from the 1957 launching of the Russian Sputnik. It is a privilege to be a part of career education, having begun the first such program on a volunteer basis with Glen Oak Elementary School in September 1970. For 2 years at Glen Oak we struggled with the procedures for making career education an integral part of the existing eighth grade curriculum. Due to lack of interest on the part of educators in general and those who control the economics of educational financing, we had to rely on all volunteer help from students, parents, and the community. Even with these great odds against us the program was a success. Because of the program at Glen Oak the National Vocational Guidance Association at its annual convention in Chicago on March 29, 1973, presented me with the 1972 Merit Award for outstanding contribution to the field of vocational guidance and career education.

With the advent of the $250,000 grant from the Federal Government career education in Peoria "came of age." Now career education **isn't just for a few**. Every student in every grade in all 33 elementary schools has an opportunity to become aware of the tremendous number of opportunities available in the world of work. This program, while in its infancy, is bringing about a new understanding of the public shools on the part of teachers, students, parents, and the Peoria community as a whole. There is an enthusiasm which has not been seen in the classroom for some time. People are talking about career education; not only in schools, but in churches, civic clubs, and fraternal organizations.

The news media--radio, television, and newspaper have been behind this effort in a way hard for the average citizen to believe. I have had several spots on radio and television, including 2 hour-long radio programs, and two 1/2-hour television programs, with another 1/2-hour television program concerning career education in school District 150 on Sunday, March 18. Career Education has captured the imagination of the community so much that, even before the airing of the upcoming television special I have already been given another 1/2-hour television program for March 1974.

Therefore, based on my personal experience, both as a volunteer for two years and as a professor-consultant under the federal contract, I can say that career education in the elementary schools of Peoria District 150 has been the most important educational innovation with which I have been involved in all my professional career. It is my sincere hope that career education will receive continued support in Peoria and throughout Illinois. Seldom has a taxpayer received so great a return on such a small investment.

NOTES

INDIVIDUAL FEEDBACK

Compare your evaluation questions with a set of sample questions as presented in the reading and with the program area concerns that are listed.

The key questions and related criterion questions you wrote for use in evaluating the evaluation activities reflected in the enclosed career guidance program evaluation report should relate to one or more of the following listed areas of concern.

1. Purpose
2. Objectives
3. Personnel
4. Design
5. Instrumentation
6. Information sources
7. Data
8. Findings
9. Dissemination
10. Costs

In addition, each of your criterion questions should relate to and assist in answering its respective key question.

GROUP ACTIVITY

Develop a plan to evaluate the formative evaluation of a career guidance program.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Getting Started 1. Inform participants that as a group they will develop an evaluation plan to evaluate the processes and techniques used in the formative evaluation of the career guidance program reflected in the evaluation report included with this learning experience. 2. Ask the participants to review the reading for Competency 7 on page 16 and the evaluation report used in the Individual Activity.	

Facilitator's Outline	Notes
B. Develop Evaluation Plan 1. Explain that the participants are to assume the role of the career guidance personnel whose program has recently been evaluated. The report of that evaluation is to serve as the focus of their efforts to develop a plan for evaluating this evaluation of "their" career guidance program. 2. Explain that the evaluation plan should include the following components: • Purpose statement • Personnel involved • Timetable for the activity • Areas of concern and evaluation questions • Instrumentation • Data collection • Data analysis • Reporting results • Utilizing results 3. Have participants read the evaluation report from the Individual Activity. 4. Have them, as a group, generate an outline of what should be presented in each component of the evaluation plan. 5. After the outline has been developed, assign each component to individuals or small groups and ask them to "flesh out" the outline for their component. 6. Allow time for all to complete the above activity. C. Report on the Evaluation Plan 1. Ask participants to present to the total group their assigned component of the evaluation plan. 2. Discuss the viability of each component as presented and its relationship to other components and the entire plan.	Project or write the components so they can be seen by all participants, and from the discussion develop the outline under each component.

NOTES

70

EVALUATION

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1 Name (Optional) _____ 3 Date _____

2 Position Title _____ 4 Module Number _____

Agency Setting (Circle the appropriate number)

6 Elementary School
7 Secondary School
8 Postsecondary School
9 College/University
10 JTPA
11 Veterans
12 Church
13 Corrections
14 Youth Services
15 Business/Industry Management
16 Business/Industry Labor
17 Parent Group
18 Municipal Office
19 Service Organization
20 State Government
21 Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1. Writing key evaluation questions to be answered in the assessment of client performance objectives for selected program components or areas of concern in the evaluation.	0	1	2	3	4	0	1	2	3	4
2. Writing key evaluation questions to be answered in the assessment of program process objectives for selected areas of concern in the evaluation.	0	1	2	3	4	0	1	2	3	4
3. Writing criterion questions and related items for an instrument which will be useful in assessing the attainment of program process objectives.	0	1	2	3	4	0	1	2	3	4
4. Adapting existing measurement instruments for use in assessing the attainment of program process objectives for your career guidance program.	0	1	2	3	4	0	1	2	3	4
5. Writing key evaluation questions and related criterion questions to be answered in evaluating an evaluation process.	0	1	2	3	4	0	1	2	3	4
6. Drafting an evaluation plan for assessing an evaluation activity.	0	1	2	3	4	0	1	2	3	4
7. Describing hypothetical applications of common experimental designs to determine if client gains can be attributed to a particular career guidance program activity or service.	0	1	2	3	4	0	1	2	3	4

71

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
8. Designing an evaluation plan that will demonstrate the impact that a selected program component has on intended gains made by clients.	0	1	2	3	4	0	1	2	3	4
9. Analyzing and displaying evaluation data in usable form.	0	1	2	3	4	0	1	2	3	4
10. Administering evaluation instruments according to the evaluation plan.	0	1	2	3	4	0	1	2	3	4
Overall Assessment on Topic of Evaluate Guidance Activities	0	1	2	3	4	0	1	2	3	4

Comments:

72

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop _____ hrs _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School	_____ Youth Services
_____ Secondary School	_____ Business/Industry Management
_____ Postsecondary School	_____ Business/Industry Labor
_____ College/University	_____ Parent Group
_____ JTPA	_____ Municipal Office
_____ Veterans	_____ Service Organization
_____ Church	_____ State Government
_____ Corrections	_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participation or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

73

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	**Little (25% or less)**	**Some (26%-50%)**	**Good (51%-75%)**	**Outstanding (over 75%)**
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

74

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

75

NOTES

76

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities that require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Evaluate Guidance Activities*

Module Number: CG E-1

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Develop program process-oriented key questions.	1. Participants were able to identify program areas of concern. 2. Participants understood the criteria for evaluating key questions. 3. Participants were able to develop key questions related to the criteria.
Group Activity Number 2: Design a portion of an evaluation plan.	1. Participants understood the experimental design in a specific evaluation plan.
Group Activity Number 3: Adapt a given instrument for use in evaluating a career guidance program.	1. Participants were able to modify the given instrument. 2. Participants were able to justify the reasons for their actions related to each item.
Group Activity Number 4: Participate in a role-playing situation in which evaluation instruments are administered.	1. Participants were able to complete the roles assigned to them.
Group Activity Number 5: Develop a plan to evaluate the formative evaluation of a career guidance program.	1. Participants were able to generate an outline of an evaluation report with all of the components.

77

NOTES

78

REFERENCES

Benson, Arland. *Implementing Career Education: Evaluation*. Roseville, MN: Roseville Area School, 1977.

Development Associates. *Evaluation and Educational Decision-Making: A Functional Guide to Evaluating Career Education*. Washington, DC: Development Associates, 1975.

Wysong, H. Eugene. "Evaluative Criteria for a Secondary School Guidance Program." Reprint. Columbus: Ohio Department of Education, 1974.

ADDITIONAL RESOURCES

Materials listed in this resource section are ones that can provide you with additional knowledge for improving your career guidance program through complete and effective evaluation. There were hundreds of good reference materials on program evaluation but those listed below are a few that seemed to be most useful especially considering the module competencies. Ideas from some of these resource materials were used in the module itself.

Conducting Summative Evaluation. Jean Wolman. National Consortium on Competency Based Staff Development. American Institutes for Research. P.O. Box 1113. Palo Alto, California 94302. 1978.

This publication is designed to increase the reader's understanding of the importance of summative evaluation and the basic skills needed to design and carry out an evaluation. The focus of the document is--Did the program meet its goals? The topics covered include: designing a summative evaluation, selecting/developing the instruments, administering the instruments, processing and analyzing the data, relating program costs to program effects, and making decisions based on results. Six activities placed throughout the module provide the reader with an opportunity to practice the concepts presented within the material. The information can be adapted to any situation.

Evaluation in Education: A Practitioner's Guide. J.M. Gottman and R.E. Clasen. F.E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, Illinois 60143. 1972.

This document uses a workbook approach in presenting the basics of educational evaluation. It seeks to develop skills in four areas: needs assessment, developing objectives and measurement procedures, flow charting, and designing and using quality control (evaluation) procedures. This publication relates to numerous competencies presented in the evaluation module.

Evaluation Research: Methods of Assessing Program Effectiveness. Carol H. Weiss. Prentice Hall, Englewood Cliffs, New Jersey, 1972.

This publication is a comprehensive, concise look at evaluation in the area of social programs. A practical emphasis is placed on evaluation in the context of action programs--e.g., schools, mental health institutions, and job training programs. It covers formulating goals, unanticipated consequences, measurement variables, data collection, evaluation design, cost-benefit analysis and Planning-Programming-Budgeting-System, problems in the action setting, and use of results. This document is helpful for someone desiring an in-depth look at evaluation.

Implementing Career Education: Evaluation Project. Dr. Arland Benson. Roseville Area Schools, Independent School District #623, 1251 W. County Road B-2, Roseville, Minnesota 55113.

The purpose of this booklet is to provide concrete examples of how to evaluate a comprehensive career education program. The approach to evaluation presented is one of applying logic and objectivity to the process of judging the merits of career education activities. The contents of the publication address the unique considerations in career education activities, needs assessments, various types of instruments, evaluation designs, data collection, unintended effects, cost-effectiveness, and reporting results. The document is strongly school focused, but may be useful to others.

NOTES

80

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

University of Missouri-Columbia

Norman C. Gysbers ..... Project Director

American Association for Counseling and Development

Jane Howard Jasper ..... Former Project Director

American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
Director of Education
AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate (representing Congressman Bill Goodling)
House Education and Labor Committee

Mr. Oscar Gjernes
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Dr. Robert W. Glover
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Federal Committee on Apprenticeship
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Competency-Based Career Guidance Modules

CATEGORY A: [illegible]
A-1 Identify and Plan for Career Changes
A-2 Organize Guidance Program Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Delegate Client into Environmental Roles

CATEGORY B: [illegible]
B-1 Influence Legislation
B-2 Write Proposals
B-3 Improve Public Relations and Community Involvement
B-4 Conduct Staff Development Activities
B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING
C-1 Counsel Individuals and Groups
C-2 Tutor Clients
C-3 Conduct Computerized Guidance
C-4 Infuse Curriculum-Based Guidance
C-5 Coordinate Career Resource Centers
C-6 Promote Home-Based Guidance
C-7 Develop a Work Experience Program
C-8 Provide for Employability Skill Development
C-9 Provide for the Basic Skills
C-10 Conduct Placement and Referral Activities
C-11 Facilitate Follow-through and Follow-up
C-12 Create and Use a Individual Career Development Plan
C-13 Provide Career Guidance to Girls and Women
C-14 Enhance Understanding of Individuals with Disabilities
C-15 Help Ethnic Minorities with Career Guidance
C-16 Meet Initial Guidance Needs of Older Adults
C-17 Promote Equity and Client Advocacy
C-18 Assist Clients with Equity Rights and Responsibilities
C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING
D-1 Ensure Program Operations
D-2 Aid Professional Growth

CATEGORY E: EVALUATING
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Published and distributed by Bell & Howell Publication Systems Division,
Old Mansfield Road, Wooster, Ohio 44691-9050. 1-800-321-9881 or in Ohio call (216) 264-6666.

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ISBN 0-934425-38-1